


School Strategic Plan for Essex Heights PS 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Andrew Crossett</p> <p>Date: February 26th 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Trevor Sharrock</p> <p>Date: February 26th 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.....R Stephens.....</p> <p>Date.....27 February 2015.....</p>

School Profile

Purpose	<p>Essex Heights Primary School strives to ensure;</p> <ul style="list-style-type: none"> • All students make progress and achieve at least a year's growth in student outcomes each year. • All students feel happy and safe at school and are engaged in their learning. <p>We place equal value on these goals, recognising our responsibility to educate the 'whole child'</p> <p>Essex Heights Community Values: The Essex Heights PS community has identified the following values as foundational in all aspects of teaching, learning and community engagement.</p> <p style="text-align: center;">Friendliness, Honesty, Inclusiveness, Persistence, Respect</p> <p>Essex Heights Staff Values: The Essex Heights staff have also identified that the following statements reflect their collective beliefs about their professional role, alongside the community values.</p> <ul style="list-style-type: none"> • <i>We place the child at the centre of everything we do</i> • <i>We conduct ourselves in a professional manner at all times; with children, colleagues and parents</i> • <i>We work together – recognizing our collective responsibility for all the children</i>
Environmental Context	<p>Essex Heights Primary School is situated in the eastern suburbs of Melbourne within the municipal boundaries of the City of Monash. The school reflects a diverse student population, which is enriched culturally and linguistically and caters for a significant number of students funded under the PSD program. Essex Heights' community supports and encourages individuality and independent learning within supportive and secure classroom environments. It encourages high expectations and promotes innovative and contemporary curriculum that facilitates lifelong learning. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with a differentiated approach.</p> <p>Essex Heights recently (2011– 2012) underwent a major facilities upgrade funded through the 'Building Futures' and 'Building the Education Revolution' programs. The State Government funded \$7.2M to demolish our old 1960's LTC buildings and rebuild 21st Century learning spaces. The outcome has been enthusiastically embraced by the entire community and we have been operating in the new school since the beginning of 2013. At the same time the Federal Government provided our Stadium through the BER program and this now operates as a Specialist Program hub and canteen. This total expenditure of just over \$10M has transformed the facilities and physical environment of Essex Heights PS, setting our school up for many years into the future.</p> <p>The completion of these works has seen the community interest in Essex Heights grow with a significant surge in enrolment interest. The result was that Prep enrolments rose from the average of 60-70 students in the years 2008-2012 to just over 100 in 2013. Consequently, a ceiling and enrolment zone now applies as we do not have the capacity to sustain those levels into the future.</p>

Service Standards	<p>Essex Heights Primary School will achieve success by ensuring:</p> <ol style="list-style-type: none"> 1. The learning environment is supportive and productive 2. The learning environment promotes independence, interdependence and self-motivation 3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program 4. Students are challenged and supported to develop deep levels of thinking and application 5. Assessment practices are an integral part of teaching and learning 6. Learning connects strongly with communities and practice beyond the classroom
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Strategic Direction

	Goals	Targets	Key Improvement Strategies																										
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To maximise student performance across all curriculum areas; but specifically higher levels of growth in Literacy.</p>	<p>Student achievement in Writing, based on teacher judgements, to reflect an increasing proportion of 'A's & 'B's each year.</p> <table><tr><th rowspan="2">Teacher Judgements Writing</th><th colspan="2">2014</th></tr><tr><th>% A's</th><th>% B's</th></tr><tr><td>Prep</td><td>4%</td><td>10%</td></tr><tr><td>Yr 1</td><td>15%</td><td>24%</td></tr><tr><td>Yr 2</td><td>6%</td><td>22%</td></tr><tr><td>Yr 3</td><td>5%</td><td>29%</td></tr><tr><td>Yr 4</td><td>10%</td><td>28%</td></tr><tr><td>Yr 5</td><td>12%</td><td>39%</td></tr><tr><td>Yr 6</td><td>8%</td><td>20%</td></tr></table>	Teacher Judgements Writing	2014		% A's	% B's	Prep	4%	10%	Yr 1	15%	24%	Yr 2	6%	22%	Yr 3	5%	29%	Yr 4	10%	28%	Yr 5	12%	39%	Yr 6	8%	20%	<ul style="list-style-type: none">• Build the practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.• Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student.
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	<p>Based on NAPLAN Relative Growth Charts, reduce students achieving Low Growth in Literacy to 10%</p> <table><tr><th>% Low Growth</th><th>2014</th></tr><tr><td>Writing</td><td>24%</td></tr><tr><td>Spelling</td><td>26%</td></tr><tr><td>Grammar and Punctuation</td><td>28%</td></tr><tr><td>Reading</td><td>22.4%</td></tr></table> <p>Parent Opinion of the Teaching and Learning domain exceeds state means and improve annually.</p> <table><tr><th>Parent Opinion (7 point scale)</th><th>2014</th><th>State Mean</th></tr><tr><td>Learning focus</td><td>5.77</td><td>5.7</td></tr><tr><td>Reporting</td><td>5.59</td><td>5.5</td></tr><tr><td>Behaviour Management</td><td>5.58</td><td>5.6</td></tr></table> <p>Student Opinion of the Teaching and Learning programs, based on the Student Attitudes to School Survey exceeds the state means and improves annually.</p> <table><tr><th>Student Attitudes (5 point scale)</th><th>2014</th><th>Sate Mean</th></tr><tr><td>Stimulating Learning</td><td>4.08</td><td>4.16</td></tr><tr><td>Teacher Effectiveness</td><td>4.28</td><td>4.44</td></tr><tr><td>Learning Confidence</td><td>4.03</td><td>4.14</td></tr></table>	% Low Growth	2014	Writing	24%	Spelling	26%	Grammar and Punctuation	28%	Reading	22.4%	Parent Opinion (7 point scale)	2014	State Mean	Learning focus	5.77	5.7	Reporting	5.59	5.5	Behaviour Management	5.58	5.6	Student Attitudes (5 point scale)	2014	Sate Mean	Stimulating Learning	4.08	4.16	Teacher Effectiveness	4.28	4.44	Learning Confidence	4.03	4.14	
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<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To maximise levels of Student Engagement and Connectedness to the school for all students years Prep to 6.</p>	<p>Parent Opinion Survey satisfaction levels in Stimulating Learning Environment and Transitions to exceed state means and improve annually.</p> <table><tr><th>Parent Opinion (7 point scale)</th><th>2014</th><th>State Mean</th></tr><tr><td>Stimulating Learning Environment</td><td>5.65</td><td>5.9</td></tr><tr><td>Transitions</td><td>5.90</td><td>5.8</td></tr></table> <p>Student Attitudes to School Survey data in the domains of School Connectedness; Student Motivation and Learning Confidence to exceed state means and improve incrementally each year.</p> <table><tr><th>Student Attitudes (5 point scale)</th><th>2014</th><th>State Mean</th></tr><tr><td>School Connectedness</td><td>4.36</td><td>4.39</td></tr><tr><td>Student Motivation</td><td>4.53</td><td>4.58</td></tr><tr><td>Learning Confidence</td><td>4.03</td><td>4.14</td></tr></table>	Parent Opinion (7 point scale)	2014	State Mean	Stimulating Learning Environment	5.65	5.9	Transitions	5.90	5.8	Student Attitudes (5 point scale)	2014	State Mean	School Connectedness	4.36	4.39	Student Motivation	4.53	4.58	Learning Confidence	4.03	4.14	<ul style="list-style-type: none">Develop and formalise feedback and reflection processes for teachers and students.Review, further develop and document the school wide Transition Program.
Parent Opinion (7 point scale)	2014	State Mean																						
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Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

To improve student health, safety and wellbeing in order to maximise student learning experiences.

To ensure that Parent Opinion Survey data of Social Skills and Stimulating Learning are above state means and improve annually in the domains of.

Parent Opinion (7 point scale)	2014	State Mean
Social Skills	5.82	5.8
Student Safety	5.39	5.5

To ensure that student Attitudes to School Survey means in the Wellbeing domain are all above state means and improve annually.

Student Attitudes (7 point scale)	2014	State Mean
Student Distress	5.60	5.94
Student Morale	5.41	5.75

Student absence rates are reduced annually and remain below state means.

Student Absence (days per FTE)	2014	State Mean (2013)
Prep – Yr 6	9.76	14.53

- Implement a school wide framework that enhances Student Engagement and Student Wellbeing.

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To ensure that all school resources are targeted in order to improve overall student learning, teacher effectiveness and community engagement with the school.</p>	<p>General Satisfaction levels in the Parent Opinion Survey to exceed State means and improve annually.</p> <table><tr><th>Parent Opinion (7 point scale)</th><th>2014</th><th>State Mean</th></tr><tr><td>General Satisfaction</td><td>5.92</td><td>6.0</td></tr></table>	Parent Opinion (7 point scale)	2014	State Mean	General Satisfaction	5.92	6.0	<ul style="list-style-type: none">• Implement a school wide student tracking and communication system.• Review the School Staffing Structures and Role Statements in order to effectively support the Strategic Plan.• Staff Performance and Development Plans to be targeted to achieving the Strategic Plan Goals and Targets and to be reviewed regularly.
Parent Opinion (7 point scale)	2014	State Mean							
General Satisfaction	5.92	6.0							

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement <ul style="list-style-type: none"> Build the practice of every teacher by adopting a whole school approach to instructional practice and an agreed Instructional Model. 	2015	<ul style="list-style-type: none"> Establish Professional Learning Team (PLT) with a focus on Instructional Practice. Investigate current research in Teaching and Learning (eg: work by Hattie on 'Visible Learning') Partner with other schools to research and investigate a variety of Instructional Models currently in practise. 	<ul style="list-style-type: none"> Draft 'Instructional Model' documented
	2016	<ul style="list-style-type: none"> Implement agreed Instructional Model in classrooms eg: Learning Intentions; success criteria; Inquiry Learning Establish protocols for Peer Observation and Feedback on teacher practice based on Instructional Model 	<ul style="list-style-type: none"> Peer Observation and Feedback included as part of teacher PDP process. Protocols established on giving and receiving feedback Established visuals and associated language for Learning Intentions (WALT) and Success Criteria (SOS) consistently in classroom practice.
	2017	<ul style="list-style-type: none"> Establish process for regular Peer Observation and Feedback based on agreed Instructional Model. 	<ul style="list-style-type: none"> Proformas and support documentation to support Peer Observation in use for all teachers
	2018	<ul style="list-style-type: none"> Review Year 	<ul style="list-style-type: none"> School Self Evaluation & Review
	2015	<ul style="list-style-type: none"> Establish Professional Learning Team (PLT) with a focus on Literacy – Writing. Teacher Professional Learning on effective writing pedagogy including differentiation. 	<ul style="list-style-type: none"> Writing program documented in planning Developmental Writing Scope and Sequence (P-6) included in Level curriculum planning.
<ul style="list-style-type: none"> Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student. 			

	<ul style="list-style-type: none">Assessment and data collected and analysed to inform teachingWriting Scope and Sequence established P-6	<ul style="list-style-type: none">Writing program visible in classroomsImproved Learning outcomes in Writing
2016	<ul style="list-style-type: none">Establish Professional Learning Team (PLT) with a focus on Literacy – Reading.Teacher Professional Learning on effective Reading with a focus on ComprehensionAssessment and data collected and analysed to inform teachingResearch effective programs and resources to support the development of Reading – Comprehension	<ul style="list-style-type: none">Reading-Comprehension program documented in planningReading-Comprehension program visible in classroomsImproved Learning outcomes in Reading-Comprehension
2017	<ul style="list-style-type: none">Establish school wide program Reading-Comprehension Program	<ul style="list-style-type: none">Reading-Comprehension program documented in planningReading-Comprehension program visible in classroomsImproved Learning outcomes in Reading-Comprehension
2018	<ul style="list-style-type: none">Review year	<ul style="list-style-type: none">School Self Evaluation & Review

Engagement <ul style="list-style-type: none"> Develop and formalise feedback and reflection processes for teachers and students. 	2015	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none">
	2016	<ul style="list-style-type: none"> Establish protocols for Peer Observation and Feedback on teacher practice based on agreed Instructional Model Student feedback surveys P-6 researched and trialled 	<ul style="list-style-type: none"> Staff workshops and Professional Learning undertaken to establish protocols and feedback culture. A range of Student Surveys trialled across all year levels.
	2017	<ul style="list-style-type: none"> Student feedback surveys identified and in regular use P-6 	<ul style="list-style-type: none"> Differentiated Surveys and Implementation Guidelines available for all Level Teams. Formal and Informal feedback and reflection tools implemented consistently, in and across Grade Levels. Peer Observation process in use for teacher professional development and feedback.
	2018	<ul style="list-style-type: none"> Review year 	<ul style="list-style-type: none"> School Self Evaluation & Review
<ul style="list-style-type: none"> Review, further develop and document the school wide Transition Program. 	2015	<ul style="list-style-type: none"> Starting up/Starting Out refined Transition Program, outline and purpose, communicated to parent community Transition Extravaganza reviewed, refined and documented 	<ul style="list-style-type: none"> Starting Up/Starting Out package available for all teachers Transition Extravaganza implemented in Term 4
	2016	<ul style="list-style-type: none"> Program maintained and refined 	<ul style="list-style-type: none"> Starting Up/Starting Out package available for all teachers Transition Extravaganza implemented in Term 4
	2017	<ul style="list-style-type: none"> Program maintained and refined 	<ul style="list-style-type: none"> Starting Up/Starting Out package available for all teachers

<p>Wellbeing</p> <ul style="list-style-type: none"> Implement a school wide framework that enhances Student Engagement and Student Wellbeing. 			<ul style="list-style-type: none"> Transition Extravaganza implemented in Term 4
	2018	<ul style="list-style-type: none"> Review year 	<ul style="list-style-type: none"> School Self Evaluation & Review
	2015	<ul style="list-style-type: none"> Implement Tier 1 of School Wide Positive Behaviour Support framework (PBS): Align EHPS Values, Behaviours and Expectations with PBS Introduce Student Tracking System to map student well-being and record incidents 	<ul style="list-style-type: none"> PBS Leadership Team and PLT Team established Staff Professional Learning day (6.3.15) Behaviour Purpose statement Set of positive expectations and behaviours: Behaviour matrix; Rewards matrix Draft documented procedures for teaching PBS & classroom-wide expected behaviour Staff PD completed for COMPASS Student Tracking incident recording
	2016	<ul style="list-style-type: none"> Implement Tier 2 PBS Skill teachers in implementation of Tier 2 PBS Audit and review of Social Competencies Programs Conduct Parent Forums introducing PBS and COMPASS Develop procedures for ongoing data-based monitoring and evaluation 	<ul style="list-style-type: none"> Staff training completed for Tier 2 Tier 2 PBS implemented Continuum of procedures for encouraging expected behaviour Continuum of procedures for discouraging rule violations Behaviour and intervention Flowchart Parent Forums for PBS and COMPASS Published Parent Code of Conduct COMPASS Student Tracking incident recording being utilised across the school

	2017	<ul style="list-style-type: none"> Implement Tier 3 PBS Skill teachers in implementation of Tier 3 PBS Develop Tier 3 processes for response to and ongoing monitoring of behaviour (PBS and COMPASS) Develop Parent Code of Conduct 	<ul style="list-style-type: none"> Staff training completed for Tier 3 Tier 3 PBS implemented including consistent school wide approach to behaviour management Parent Forum – Documented Parent Code of Conduct
	2018	<ul style="list-style-type: none"> Review year 	<ul style="list-style-type: none"> Review Student Engagement and Wellbeing Policy Parent Opinion Survey Student Attitudes to School Survey Student absence rates. Staff Opinion Survey School Self Evaluation & Review
Productivity <ul style="list-style-type: none"> Implement a school wide student tracking and communication system. Review the School Staffing Structures and Role Statements in order to effectively support the Strategic Plan. Link Staff Performance and Development Plans to achieving the Strategic Plan Goals and Targets, reviewed regularly. 	2015	<ul style="list-style-type: none"> Compass implemented for Attendance, Reporting and Student Tracking PLT's established for all teachers in support of the AIP Priorities Staff PDP process to include Goals related to AIP 	<ul style="list-style-type: none"> Compass in use for attendance, reporting and tracking All teachers participate in one PLT Staff PDP process aligned to AIP Parent Opinion Survey above state mean Staff Opinion Survey
	2016	<ul style="list-style-type: none"> Compass extended to include Parent Portal and communication PLT's established for all teachers in support of the AIP Priorities Staff PDP process to include Goals related to AIP 	<ul style="list-style-type: none"> Parents Access to Compass All teachers participate in one PLT Staff PDP process aligned to AIP Parent Opinion Survey above state mean

			<ul style="list-style-type: none"> ▪ Staff Opinion Survey
	2017	<ul style="list-style-type: none"> ▪ PLT's established for all teachers in support of the AIP Priorities ▪ Staff PDP process to include Goals related to AIP 	<ul style="list-style-type: none"> ▪ All teachers participate in one PLT ▪ Staff PDP process aligned to AIP ▪ Parent Opinion Survey ▪ Staff Opinion Survey
	2018	<ul style="list-style-type: none"> ▪ Review year 	<ul style="list-style-type: none"> ▪ School Self Evaluation & Review

