

School Strategic Plan for East Bentleigh Primary School Southern Metropolitan Region 2012-2015

Reviewer- Anita Forsyth

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name – Maria Shearn</p> <p>Date- 30th November 2011</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name- Cathy Karis</p> <p>Date- 30th November 2011</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name- Margaret Bainbridge</p> <p>Date.....</p>

School Profile

Purpose	<p>At East Bentleigh Primary School we provide a supportive yet challenging environment in which all children feel safe and stimulated.</p> <p>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.</p> <p>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.</p>
Values	<p>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.</p>
Environmental Context	<p>East Bentleigh Primary School is located in the Southern Metropolitan Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. The school's SFO for 2011 is 0.3883. In 2011, the enrolment of 288 students included 9 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. Demographic data suggests a slight decrease in enrolment numbers over the past 3 years and also indicates that a number of students travel long distances to attend the school.</p> <p>East Bentleigh Primary School has 29.9 equivalent full time staff, comprising of 2 principal class members, 20.8 teachers and 7.1 Education Support Staff. The staffing profile consists of 19 full time teaching and administration staff, and 26 part time staff who serve a range of teaching, support and administrative roles. Not included in the staffing numbers are the numerous people who work on a voluntary basis assisting children with literacy (PEARLS Program), in the Stephanie Alexander Kitchen Garden Program, and in a multitude of other roles.</p> <p>Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Currently students are organised into eleven Steiner classes and four main stream classes. Class numbers in both streams are low, 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 Victorian Essential Learning Standards framework. 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</p>

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 Prep 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 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. Letters are introduced carefully through stories and pictures. Much of the teaching in all subjects is done through the medium of 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 taken 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.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning across all areas of the curriculum with a particular focus on literacy and numeracy, maximising outcomes for all students at all stages through their primary years	<p>-The proportion of students assessed at or above expected levels (VELS A,B,C) to increase to 80% in Writing, Reading and Numeracy by 2015 compared to 70-85% in 2010-(but unsupported by NAPLAN or On Demand data.) VELS teacher judgements to be verified by On-Demand data Year 3-6.</p> <p>-To increase the Student Motivation and Teacher Effectiveness variables to 4.4 or above on the Student Attitudes to School Survey compared to 4.1 in 2010</p> <p>-Staff Opinion Survey to show Curriculum Coordination to be at or above 80 and Learning Environment to be at or above 85 by 2015 compared to 74 in 2010</p> <p>-General Satisfaction in the Parent Survey to remain at 6.32 or above, compared to 6.32 in 2010</p>	<p>1. Clarify school vision and purpose in a collaborative way, to ensure that the whole school community and the broader community understand what the school stands for. Document and widely promote.</p> <p>2. Within a distributed leadership model, develop the capacity of teachers to increase their knowledge and effective use of the full range of leadership competencies, with a focus on developing instructional leadership.</p> <p>3. Strengthen the school's performance and learning culture through the consistent and rigorous implementation of accountability processes which are clearly linked to the school's strategic and annual implementation plans, ensuring all new staff and teachers new into leadership roles, are provided with effective induction support and mentoring.</p> <p>4. Build the capacity of all teachers to implement purposeful teaching and learning.</p> <p>5. Embed improved assessment practices to promote teaching and learning.</p>

Student Engagement and Wellbeing

- 1.To develop and promote behaviours and attitudes that encourage wellbeing and connectedness.**
- 2. To provide a student-centred, stimulating learning environment which engages students in their learning and supports the achievement of personal best.**
- 3. To improve student attendance and punctuality**

- Staff Opinion Survey to show the Student Misbehaviour variable below 25 and Effective Discipline Policy variable at or above 80.compared to 30 and 77 in 2010
- To increase the measure in the Attitudes to School Survey variables of Teacher Empathy, Stimulating Learning and Student Safety to 4.4 compared to 4.2,3.7 and 4.0 in 2010
- To increase the average student attendance rates by at least 3.5 days from Prep to Year 6.compared to P-6 mean of 19.5 in 2010

1. Emphasise and embed a student-centred and purposeful approach to teaching and learning, where student voice, student decision-making and student responsibility for their learning are central and are applied across the whole school.
2. Promote a whole school culture that fosters positive relationships between staff, students, parents and the community.
3. Communicate and implement an agreed, comprehensive, school approach to improving student attendance and punctuality.

<p>Student Pathways and Transitions</p>	<p>1. To improve student transition into, through and out of East Bentleigh PS</p> <p>2. To improve each child's personal learning pathways.</p>	<p>the Transitions variable in the Parent Opinion Survey at or above 6.00. compared to 5.9 in 2010</p> <p>Staff Opinion Survey to show the Professional Growth variable at or above 75 compared to 66 in 2010 and Role Clarity variable at or above 80 compared to 75 in 2010</p> <p>To increase the measure of Learning Confidence in the Attitudes to School Survey to 4.00 compared to 3.8 in 2010</p>	<p>1. Improve and strengthen the in-school transition processes and use of data to better track students' progress, to identify the particular learning needs of students and to better personalise learning and optimise engagement.</p> <p>2. Enhance K-P and Year 6-7 transition processes through improved tracking of students P-6 and documenting transition policies, procedures and transition leadership roles.</p>

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies STUDENT LEARNING		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Clarify school vision and purpose in a collaborative way, to ensure that the whole school community and the broader community understand what the school stands for. Document and widely promote.</p> <p>2. Within a distributed leadership model, develop the capacity of all teachers to increase their knowledge and effective use of the full range of leadership competencies, with a focus on developing instructional leadership.</p> <p>3. Strengthen the school's performance and learning culture through the consistent and rigorous implementation of accountability processes which are clearly linked to the school's strategic and annual implementation plans, ensuring all new staff and teachers new into leadership roles, are provided with effective induction support and mentoring.</p>	Year 1	<p>1.1 Review and clarify council, parent, staff and student understanding of the school's vision, the purpose of the different educational pathways and programs implemented at the school, and the values upon which the school programs are founded. Parents/staff/students/alumni involved in the consultation. Document the findings, communicate and enforce what the school stands for.</p> <p>1.2 Develop and implement a compulsory school uniform policy to promote identification, pride and a sense of belonging to East Bentleigh PS.</p> <p>2.1 Professional learning on effective change management and school improvement.</p> <p>2.2 Develop understanding of leading instructional practice and how the implementation of this practice will maximise student learning.</p> <p>2.3 Develop effective leadership teams across the school through team building that focuses on clarity of a common vision, agreed expectations and protocols, agreed instructional practice and accountabilities.</p> <p>3.1 Use a collaborative approach in the preparation of the new School Strategic Plan and the Annual Implementation Plan. Develop a process to regularly review the implementation of the AIP at staff and council meetings.</p> <p>3.2 Ensure role clarity for leaders and teachers by making expectations explicit. Document and clearly communicate all roles and responsibilities.</p> <p>3.3 Strengthen the school's performance and learning culture through:</p> <ul style="list-style-type: none"> - The implementation of more consistently and rigorously applied accountability processes which are clearly linked to the SSP and AIPs. 	<p>Clearly articulated school vision, visible and communicated widely.</p> <p>School Uniform Policy developed and ratified by School Council.</p> <p>Effective teams across the school focusing on common goals, implementing agreed instructional practice and accountabilities.</p> <p>Increased teacher involvement in school decision making.</p> <p>Performance and Development Plans of all staff linked to school goals.</p>

	Year 2	<ul style="list-style-type: none"> ▪ Full implementation of School uniform Policy. ▪ Review and reinforce school vision, agreed school expectations and protocols, agreed instructional practice and accountabilities. ▪ Implement School Literacy Plan ▪ Implement Steiner Curriculum. ▪ Use of a range of data sources to personalise learning and monitor progress. ▪ Continue whole school data collection and moderation practices. ▪ All teachers involved in classroom observations and instructional rounds. ▪ Continue to support teachers to use technology to facilitate purposeful teaching and learning. 	<p>Full implementation of school uniform.</p> <p>Full implementation of school's Literacy Plan and Steiner Curriculum.</p>
	Year 3	<ul style="list-style-type: none"> ▪ Continue to reinforce school vision, agreed school expectations and protocols, agreed instructional practices and accountabilities. ▪ Embed all elements of school's Mathematics Plan. ▪ Embed all elements of the school's Literacy Plan. ▪ Embed Steiner curriculum in all Steiner classes. ▪ Continue whole school data collection and moderation practices. ▪ Develop deeper understandings of evidence-based practice and how to use data and multiple sources of feedback to personalise student learning, to ensure more explicit and purposeful teaching and to inform differentiated curriculum. ▪ All teachers involved in classroom observations and instructional rounds. ▪ Continue to support teachers to use technology to facilitate purposeful teaching and learning. 	<p>Consistent instructional practice and accountabilities across the school.</p> <p>Effective use of data to personalise student learning.</p>

	Year 4	<ul style="list-style-type: none"> ▪ Review and assess effectiveness of all key improvement strategies and actions. 	
<p>STUDENT ENGAGEMENT AND WELLBEING</p> <p>1. Emphasise and embed a student-centred and purposeful approach to teaching and learning, where student voice, student decision-making and student responsibility for their learning are central and are applied across the whole school.</p> <p>2. Promote a whole school culture that fosters positive relationships between staff, students, parents and the community.</p> <p>3. Communicate and implement an agreed, comprehensive, school approach to improving student</p>	Year 1	<p>1.1 Raise awareness and understanding of the content and assessment of the VELs Personal Learning Domain in order to stimulate and challenge learners. Teachers to incorporate Personal Learning in the weekly planning program.</p> <p>1.2 Enhance the capacity of all teachers to engage students and involve them more consistently in their learning. Teachers of students in Years 4-6 to assist students to establish meaningful learning goals, develop reflective practices and self-assessment.</p> <p>2.1 Create a stronger community profile for the school through for example enhancing the signage and appearance of the school, extending school participation in community events and occasions and developing partnerships with local community organisations to enable students to participate in and contribute to community initiatives.</p> <p>2.2 Implement three way conferencing as a strategy to strengthen the three way education partnership.</p> <p>2.3 Devise and implement a more structured program to build relationships with parents and strengthen the three way education partnership including the analysis and use of parent opinion data and consultation through parent focus groups and the development of a Parent Engagement Policy.</p> <p>2.4 Review the existing communication channels between the school and home with the aim of maximising the effectiveness of the contact and increasing the involvement of parents.</p> <p>3.1 Develop and implement a whole school approach where every staff member shares responsibility for promoting punctuality.</p> <p>3.2 Document the school's Attendance Policy and include processes for tracking and</p>	<p>Personal Learning evident in teachers' weekly planning.</p> <p>Evidence of goal setting and self -assessment by students in Years 4-6.</p> <p>Greater participation of students in community initiatives.</p> <p>Three –way conferencing implemented across a year level.</p> <p>Parent Engagement Policy documented and ratified.</p> <p>Improved punctuality and attendance of students across the school.</p>

attendance and punctuality.		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.	
	Year 2	<ul style="list-style-type: none"> ▪ Embed Personal Learning Domain in weekly program planning. ▪ Continue to enhance the capacity of all teachers to engage students and involve them more consistently in their learning. Teachers of students in Years 4-6 to assist students to establish meaningful learning goals, develop reflective practices and self- assessment. ▪ ▪ Continue to broaden partnerships with local organisations and the broader community. ▪ Extend three way conferencing to all senior grades (Years 4-6). ▪ Implement Parent Engagement Policy ▪ Review and amend strategies for promoting punctuality. ▪ Review Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce. 	<p>Greater student voice, engagement and learning confidence.</p> <p>Improved parent communication and engagement.</p>
	Year 3	<ul style="list-style-type: none"> ▪ Continue to enhance the capacity of all teachers to engage students and involve them more consistently in their learning. Teachers of students in Years 4-6 will continue to assist students to establish meaningful learning goals, develop reflective practices and self- assessment. ▪ Continue to broaden partnerships with local organisations and the broader community. ▪ Embed three way conferencing in all senior grades. ▪ Review and revise Parent Engagement Policy ▪ Review and amend strategies for promoting punctuality. 	<p>Three way conferencing effectively used in Years 4-6.</p>

		<ul style="list-style-type: none"> ▪ Review Attendance Policy and strategies to promote regular attendance. Amend as necessary, promote and enforce. 	
	Year 4	<ul style="list-style-type: none"> ▪ Review and assess effectiveness of all key improvement strategies and actions. ▪ ▪ ▪ 	
<p>STUDENT TRANSITIONS AND PATHWAYS</p> <p>1. Improve and strengthen in-school transition processes and use of data to better track students' progress, to identify the particular learning needs of students and to better personalise learning and optimise engagement.</p> <p>2. Enhance K-P and Year 6-7 transition processes.</p>	Year 1	<p>1.1 Develop and document school policy and procedures that support successful student transition programs into, through and out of the school.</p> <p>1.2 Document the associated leadership roles and responsibilities related to the school's transition and pathways policy to ensure ongoing clarity and transferability.</p> <p>1.3 Improve systems to record, track and regularly discuss student results and progress such as through the <i>Ultramet</i>.</p> <p>1.4 Review year to year handover processes and implement improvement in these processes as required.</p> <p>2.1 Review K-P and Year 6-7 transition processes, aiming to continuously improve and strengthen these processes. Adjust school transitions policies and procedures according to data / feedback from all stakeholders.</p> <p>2.2 The Principal and staff to strengthen relationships with local kindergartens and child care centres to ensure the school's fair share of enrolments. For example, invite more pre-schools in to visit the school and participate in school activities; investigate provision of a school readiness program for 4 year olds; arrange more visits by East Bentleigh students to preschools to showcase their talents, etc...</p> <p>2.3 The Principal and staff to strengthen relationships with local secondary colleges to facilitate a seamless transition for Year 6 students moving to secondary school.</p>	<p>Transition policies, procedures and associated leadership roles documented and communicated.</p> <p>Improved student wellbeing and support across the school.</p> <p>Improved tracking of all students school-wide.</p> <p>Increased enrolments</p>

Year 2	<ul style="list-style-type: none"> ▪ Implement school's transition policies, programs and procedures. ▪ Embed systems to record, track student progress and results across the school. ▪ Implement improvements to end-of-year hand over processes. ▪ Review and improve induction processes for students entering across the school in year levels other than Prep. ▪ The Principal and staff to continue to focus on strengthening relationships with local kindergartens and childcare centres to ensure the school's fair share of enrolments. ▪ The Principal and staff to work to strengthen relationships with local secondary colleges to facilitate a seamless transition for Year 6 students moving to secondary school. <hr/> <ul style="list-style-type: none"> ▪ 	<p>Greater support for students entering the school in Years 1-6.</p> <p>Seamless transition from Kinder to Year 7.</p>	
Year 3	<ul style="list-style-type: none"> ▪ Review, amend and implement the school's transition policies, programs and processes. ▪ Refine systems to record, track student progress and results across the school. ▪ Develop the use of personalised learning plans as a pathways and transitions tool. ▪ Consolidate improvements to end-of-year hand-over processes. ▪ Embed induction processes for students entering the school in year levels other than Prep. ▪ The Principal and staff to continue to focus on strengthening relationships with local kindergartens and childcare centres to ensure the school's fair share of enrolments. ▪ The Principal and staff to work to strengthen relationships with local secondary colleges to facilitate a seamless transition for Year 6 students moving to secondary school. <hr/>		
Year 4	<ul style="list-style-type: none"> ▪ Review and assess effectiveness of all key improvement strategies and actions. ▪ 	<ul style="list-style-type: none"> ▪ 	

