

School Strategic Plan 2019-2023

East Bentleigh Primary School (4837)



Submitted for review by Maria Shearn (School Principal) on 25 November, 2019 at 02:39 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 29 November, 2019 at 06:57 AM

Endorsed by Kym Mai (School Council President) on 16 December, 2019 at 07:57 PM

School Strategic Plan - 2019-2023

East Bentleigh Primary School (4837)

<p>School vision</p>	<p>East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.</p>
<p>School values</p>	<p>East Bentleigh P.S.'s values are:</p> <ul style="list-style-type: none"> Respect – for ourselves, for each other and for our environment Empathy – the ability to understand and share the feelings of others Optimism – Hopefulness and confidence about the future, or the success of something Confidence – A feeling of trust and firm belief in yourself or others, in order to pursue goals and face situations with an open mind Perseverance – The ability to stick at something despite difficulty or delay in achieving success Teamwork – Getting things done as a group and at the same time maintaining good relations within the group
<p>Context challenges</p>	<p>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. Over the years the buildings and grounds have been continuously well-maintained and developed by proactive staff and parents. The addition of the BER building in 2011 and currently the building of a new performing arts centre and classrooms are testimony to the steady growth in the school..</p> <p>In 2019, the enrolment of 423 students at census day in February, included 24 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 4. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.</p> <p>The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers. In addition to 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.</p> <p>The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs 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.</p> <p>Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels where possible. Class currently consist of thirteen Steiner classes and six Mainstream classes. Additionally, 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 Curriculum. The two curriculum streams operate in parallel within the school and parents</p>

	<p>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.</p> <p>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.</p> <p>The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some 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. Digital technologies are embedded through all of the mainstream year levels with a range of devices, such as iPads and interactive screens, to support the development of students' capabilities.</p> <p>In the Steiner stream the Victorian curriculum is taught through a creative, artistic and hands on approach which is focused on the development of the whole child. The Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical and play-based experiences. In the second semester students are supported in their transition to year 1 by the introduction of formally organized instruction. Through Prep and Year 1 letters and sounds are introduced imaginatively through stories and pictures. In the older grades 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. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. 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 three.</p> <p>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, community and wellbeing reflected in the behaviour and demeanour of students.</p>
<p>Intent, rationale and focus</p>	<p>East Bentleigh P.S. main intent is to have a consistent approach to the teaching of Literacy and Numeracy across the dual streams - Steiner and Mainstream. We want to ensure that all students have one - seven year experience, not seven- one year experience in the delivery of the Victorian Curriculum. We have three areas we will focus on over the next four years - Writing , Numeracy and Student Voice and Agency. Our writing data is still below similar schools and state and it will be a high priority. The literacy team has just conducted a writing audit and will deliver their findings to the staff in 2019 with recommendations and goals for the next four years. Consistent weekly and term planners will be developed from the audit. All staff have done VCOP Big Write training and the introduction of a 6 week writing cycle using the six traits of writing and writing bump - up walls are some of the suggested ideas that will be introduced. Our numeracy results have been above state and we will work to have continuous improved across all areas of numeracy. We will be looking at more consistent goal setting and feedback for all students, developing their ownership of their learning.</p>

School Strategic Plan - 2019-2023

East Bentleigh Primary School (4837)

Goal 1	To enhance numeracy outcomes for all students
Target 1.1	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% <i>By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%</i>
Target 1.2	By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% <i>By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%</i>
Target 1.3	By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%
Key Improvement Strategy 1.a Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need
Key Improvement Strategy 1.b Curriculum planning and assessment	To build the learning capabilities of highly able students
Goal 2	To improve student literacy outcomes, particularly writing

Target 2.1	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% <p><i>By 2023, increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 25%</i></p>
Target 2.2	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> • Year 3 from 16% to 6% • Year 5 from 21% to 10% <p><i>By 2023, decrease the percentage of students achieving below expected in teacher judgements from 24% to 13%</i></p>
Target 2.3	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> • Year 3 from 46% to 60% • Year 5 from 58% to 65%
Target 2.4	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> • Year 3 from 14% to 6% • Year 5 from 12% to 7%

Key Improvement Strategy 2.a Instructional and shared leadership	To enhance the implementation of the school's differentiated instructional model
Key Improvement Strategy 2.b Building leadership teams	To enhance teacher collaboration
Goal 3	To improve engagement for all students
Target 3.1	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%
Target 3.2	By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%
Target 3.3	By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%
Target 3.4	By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%
Target 3.5	By 2023, average number of days absence to decrease from 17 to 14 days
Key Improvement Strategy 3.a Empowering students and building school pride	To develop a school wide understanding of student voice and agency

Key Improvement Strategy 3.b Intellectual engagement and self-awareness	To embed student voice and agency across the curriculum
---	---