School Strategic Plan for Mt Eliza Primary School - 1368

2014* - 2017

Endorsements

Endorsement by School Principal	Signed: …………………………………… Name: Brett Bell Date: 16.11.15
Endorsement by School Council	Signed: ………………………………… Name: Dave Wilton Date: 16.11.15 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed: …………………………………. Name: Karyn Cain A/RD Date: 26.10.15

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.

School Profile

Purpose	Mt Eliza Primary School aims to provide students with the skills to form and maintain positive relationships and the tools to engage in learning opportunities for life.
Values	Respect, responsibility, connectedness and resilience are values that are promoted through every aspect of school life.
	'Challenging learning'(success) is to be added to the school values that are already imbedded in the school culture through this Strategic Plan.
Environmental Context	Mt Eliza Primary School is situated on the Mornington Peninsula approximately 50 kilometres from Melbourne. The school has a current enrolment of 650 students (in 2015). Enrolments have increased significantly in recent years. Our school aims to provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Respect, responsibility, connectedness and resilience are values that we promote through every aspect of school life.
	The demographic is reasonably stable in Mt Eliza with most available land having already been established for housing. Our school population is predominantly Anglo Saxon or second generation European. A small number of students have English as a Second Language. Only a small number of Koori students currently attend MEPS at present. We have six students supported by the Program for Students with Disabilities.
	The Mt Eliza area has three Government State Primary schools and three Independent Primary Schools.

	The school's staffing profile consists of an aggregate of 42 equivalent full time positions of which 35.6 are teaching. In 2015 there was a total of 8 part time teaching staff, 11 support staff, 9 Classroom Teacher Level 1, 25 Classroom Teacher Level 2, 1 substantive Leading Teacher and 2 Acting Leading Teachers and 2 Principal Class staff. Turnover of staff has been low with many teachers choosing to stay at the school for long periods of time. Due to a lengthy period of unavoidable leadership uncertainty and DET changes, the school review and strategic plan development process was held up significantly. Therefore, this school strategic plan only covers years 2, 3 and 4, having been written in the second half of year 2.
Service Standards	Mt Eliza Primary School provides a safe and supportive community of life-long learning where respect, diversity and pride are valued by all. The school links with community to provide a depth of extra-curricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport and performing arts. Our students are engaged in the decision making process within the school community and the school places a high value on the expertise of our teachers and the role of parents as partners in learning. Mt Eliza Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. The school sees parents as vital partners in the educational process and seeks their active participation, through parent support bodies in the school. Ensuring all children are safe, engaged and taught at their developmental level are essential elements of our school.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Student learning outcomes in Literacy and Numeracy will show significant progression through the development of a pedagogical master plan that outlines the common/agreed approach to point of need teaching and learning across the school.	The percentage of students achieving 'medium' and 'high' growth in NAPLAN relative growth to exceed state benchmarks in Numeracy and Reading by 2017. The School Staff Survey to show results equal to all Primary Schools in the areas of 'Collective responsibility', 'Teacher Collaboration', 'Collective focus on Student Learning' and 'Guaranteed and Viable Curriculum' by 2017.	1. Develop, document and communicate a clear curriculum for Maths and English that is understood by teachers, students and parents. 2. Develop a pedagogical master plan that outlines the common/agreed approach to the point of need teaching of Maths and English across the school. 3. Implement a Professional Learning Community approach where teachers spend time discussing and planning for student learning outcomes based on evidence.
Engagement	To maintain and enhance the high levels of student engagement for all children at MEPS both inside and outside the classroom.	The Parent Opinion Survey to show 'extra-curricular' to reach at least the 25th percentile by 2017.	1. Ensure all children are supported to learn at their developmental level and clear communication is made about this support (through ILPs)(direct link to the Achievement goal). 2. Evaluate the extra-curricular learning activities for our children across the school. The information from this investigation will be used to develop a plan for alterations/additions to the extra-curricular opportunities for our students into the future.

			3. Ensure our school grounds cater for both passive and active learning and play areas to further engage students in their school. This will be achieved through the development of a School Master Plan (involving staff, student and parent input) and strategic management of resources.
Wellbeing	To ensure that MEPS remains a safe and supportive environment for all students throughout the school to attend and learn. All students are supported emotionally and clear steps are made to ensure all children are taught how to operate as responsible and thriving citizens in our modern world.	Student Distress and Morale to be in the third quartile or higher in the Attitudes to School Survey.	1. To review school policy in the area of student wellbeing and ensure appropriate resources are developed and implemented to support students across the school in a consistent manner.

2. Complete Kids Matter accreditation and develop a clear process to ensure ongoing implementation is successful.

3. Complete and implement the eSmart program effectively across the school.

4. Investigate the ongoing trend of increased student distress and decreased student morale from grade 5 to 6 in the Attitude to School Survey and take action to address. |
| **Productivity** | To match all resources to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | 'Staff trust in colleagues' to reach at least 75% endorsement in the School Staff Survey by 2017.

All areas of the School Staff Survey under 'Professional Learning' will be at least 'equal to' All Primary | 1. Redevelop and implement new budgetary structures to support building the team structure and prioritise staff growth and development. |

		Schools.	2. Develop a new masterplan for the physical learning environment and implement the most efficient design within the available budget.
		'Parent Input' to be in the second quartile or higher in the Parent Opinion Survey by 2017.	

School Strategic Plan 2014 - 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement 1. Develop, document and communicate a clear curriculum for Maths and English that is understood by teachers, students and parents. 2. Develop a pedagogical master plan that outlines the common/agreed approach to the point of need teaching of Maths and English across the school. 3. Implement a Professional Learning Community approach where teachers spend time discussing and planning for student learning outcomes based on evidence. .	Year 1	▪ Undertake School Review	▪ A comprehensive School Review is completed, providing a focus for the development of the new Strategic Plan
	Year 2	▪ Develop a clear outline for the future investigation of 'point of need teaching' at MEPS ▪ Engage Educational Consultant to work with in years 3 and 4 ▪ Teams to explore and evaluate 'Learning Ladders' and Professional Learning Communities (PLC) approach ▪ Staff to visit local schools to investigate 'teaching and learning' strategies	▪ A clear plan of action will be developed that outlines the steps we will take to investigate and make decisions about what effective teaching and learning looks like for MEPS. ▪ Educational Consultant will be engaged for year 3 and 4 with an outline of when and how they will be used. ▪ Staff to visit local schools.
	Year 3	▪ Establish Literacy and Numeracy priority teams with a designated leader, representatives from across the school and clear expectations of what they are to achieve this year. ▪ Literacy team: continue VCOP implementation, review Literacy Learning Ladders, Investigate and begin implementing CAFÉ reading approach	▪ Priority teams will meet regularly to work on the goals outlined at the beginning of the year, impacting on the quality of teaching and learning in Literacy and Numeracy. ▪ Non-negotiable standards for MEPS Literacy and Numeracy sessions will be established, communicated, used and reviewed.

		▪ with support from Lyn Watts and develop a list of non-negotiable elements for a MEPS week of literacy ▪ Numeracy team: review and adjust Numeracy Learning Ladders and PLC approach, work with Lyn Watts on effective numeracy teaching, develop and implement common planning approaches and develop a list of non-negotiable elements for a MEPS week of numeracy. ▪ Re-structure leadership team to facilitate PLC approach to ensure teachers are discussing student learning effectively.	▪ Teachers will meet regularly to discuss student learning using an agreed, consistent approach.
	Year 4	▪ Continue with implementation of CAFÉ reading. ▪ Continue with priority teams for Literacy and Numeracy ▪ Review the eLearning Plan and update with a modern vision for the use of ICT to support student learning. ▪ Communicate non-negotiable elements of a MEPS week of Literacy and Numeracy to the school community. ▪ Review approaches developed and implemented for Literacy and Numeracy and create a future plan as part of the school review/strategic plan development process.	▪ Teachers will have a clear document that outlines the 'steps of learning' for Numeracy and Literacy. ▪ ICT is used to support teaching and learning of Literacy and Numeracy on a daily basis. ▪ Parent information sessions will be held to communicate what MEPS is using as part of its 'Effective teaching and learning' strategies. ▪ Review document and future directions clearly communicated and understood by all teaching staff.

Engagement			
Engagement 1. Ensure all children are supported to learn at their developmental level and clear communication is made about this support (through ILPs)(direct link to the Achievement goal). 2. Evaluate the extra-curricular learning activities for our children across the school. The information from this investigation will be used to develop a plan for alterations/additions to the extra-curricular opportunities for our students into the future. 3. Ensure our school grounds cater for both passive and active learning and play areas to further engage students in their school. This will be achieved through the development of a School Master Plan (involving staff, student and parent input) and strategic management of resources.	Year 1	▪ Undertake School Review	▪ A comprehensive School Review is completed, providing a focus for the development of the new Strategic Plan
	Year 2	▪ Develop an agreed school definition of what 'extra-curricular' means ▪ Investigate what 'extra-curricular' activities students and parents would like to see added/removed from our school ▪ Increase promotion of our 'extra-curricular' activities through displays, assembly items, newsletters, reports etc. ▪ Develop a school master plan with input from students, staff and parents	▪ An understanding of whether our extra-curricular programs need altering or just better communication to the parents. ▪ A school master plan to assist us in targeting development of the school grounds.
	Year 3	▪ Establish a School Engagement and Wellbeing priority group with a designated leader, representatives from across the school and clear expectations of what they are to achieve this year. Items to be achieved include the final review of the 'extra-curricular' activities (including a list of what extra-curricular activities we have at MEPS and why), development of lunchtime play boxes for the passive play area and an investigation into the declining engagement of our students between grade 5 and 6. ▪ Implement projects from the school master plan based on School Council's Environment Sub-committee's recommendations, priority list and available funding.	▪ A clear understanding of MEPS extra-curricular programs will be obtained and communicated to staff and parents. ▪ School grounds will show an improved space to play and learn.
	Year 4	▪ Investigate and begin to implement 'extension' programs for our most talented students. ▪ School Engagement and Wellbeing priority group to continue monitoring and developing this area of the school.	▪ At least one new 'extension-based' program is added to the school this year. ▪ School grounds continue to display development.

		▪ Continue to implement school improvements in line with Master Plan and available funding. ▪ Review student Engagement in preparation for the next Strategic Plan.	
Wellbeing 1. To review school policy in the area of student wellbeing and ensure appropriate resources are developed and implemented to support students across the school in a consistent manner. 2. Complete Kids Matter accreditation and develop a clear process to ensure ongoing implementation is successful. 3. Complete and implement the eSmart program effectively across the school.	Year 1	▪ Undertake School Review	▪ A comprehensive School Review is completed, providing a focus for the development of the new Strategic Plan
	Year 2	▪ Leadership team to review school discipline, bullying and harassment, student engagement and student welfare policies and ensure clear and consistent support material is developed and implemented across the school. A parent reference group will be formed to discuss issues and support material. Students will be asked to input their ideas about suitable consequences for inappropriate behaviours in the classroom and school yard. Teachers will apply the new ideas to term 4 to be reviewed and adapted for the following year. ▪ To evaluate the Student Wellbeing Team and develop agreed policy and protocol to support its ongoing success. ▪ Review where the school's Kids Matter accreditation process is at and develop a plan of action for the continued implementation. ▪ Review where the school's eSmart accreditation process is at and develop a plan of action for the continued implementation.	▪ Policies will be updated and supported with appropriate materials. Students, staff and parents will have a clear process and understanding of the student discipline procedures used at MEPS. Inappropriate behaviour will be reduced. ▪ A clear plan for the next steps in the Kids Matter accreditation process will be identified. ▪ A clear plan for the next steps in the eSmart accreditation process will be identified. ▪ Children will be playing in the passive play area each lunchtime.

		• Hold a parent information session on assisting their child in being cyber-safe • Develop lunchtime 'play boxes' for students to use at lunchtimes.	
	Year 3	• Establish a School Engagement and Wellbeing priority group with a designated leader, representatives from across the school and clear expectations of what they are to achieve this year. Items to be achieved include the final review of the 'extra-curricular' activities, development of lunchtime play boxes for the passive play area, development of a process for monitoring minor, consistent misbehaviour in the classroom and an investigation into the declining engagement of our students between grade 5 and 6. • Continue implementation of the Kids Matter resource with the intention of achieving full accreditation. • Continue implementation of the eSmart program with the intention of achieving full accreditation. • Evaluate the SWT program, develop supporting policy and protocols and develop recommendations for the future implementation of this program.	• Priority team will meet regularly to work on clearly communicated goals for the year. • Kids Matter accreditation will be achieved. • eSmart accreditation will be achieved. • A suitable evaluation tool will be identified and used to review the SWT program. • A policy and protocol for SWT will be developed.
	Year 4	• Review the wellbeing programs at the school to locate areas requiring future develop in the new strategic plan. • Investigate other 'best practice' methods in the area of student wellbeing from other schools eg. Positive education, student meditation etc.	• A clear direction for the future development of the area of Wellbeing will be identified by the Wellbeing Priority Team and communicated to the whole school teaching team.

Productivity	Year 1	▪ Undertake School Review	▪ A comprehensive School Review is completed, providing a focus for the development of the new Strategic Plan
1. Redevelop and implement new budgetary structures to support building the team structure and prioritise staff growth and development. 2. Develop a new masterplan for the physical learning environment and implement the most efficient design within the available budget.	Year 2	▪ Review and adjust budget to support future goals and priorities as outlined in strategic plan. ▪ Develop and begin to implement a new leadership structure that provides suitable support to the teaching and learning processes across the school – focussing on consistency within a year level and across the school. ▪ Develop clear position descriptions for all key roles in the school that clearly outlines the expectations of the role. This will be completed with input from all staff. ▪ Undertake school visits for staff to look at 'best practice' in Literacy and Numeracy teaching at the point of need and consistency within a school setting. ▪ Investigate suitable PD for staff – (Crucial Conversations), to assist with building a positive staff culture. ▪ Investigate suitable PD for staff – to assist in establishing and maintaining consistent and collaborative relationships between parents and teachers to support the ongoing development of children's learning and development. ▪ Develop a school-wide PD plan for implementation in year 3 that covers school goals and priorities as outlined in the strategic plan. ▪ Fully implement the Performance and Review Process for all teaching staff. ▪ Draft a school master plan for the physical learning environment that has input from staff, students and parents.	▪ New budget produced with funds available for school priorities. ▪ New leadership structure developed, communicated and positions filled. ▪ Position descriptions developed and communicated for all roles within the school. ▪ PD plan for 2016 is developed and implemented. ▪ All teaching staff will have clearly articulated goals and work towards achieving these in teams. All teachers will present their evidence at the end of the review cycle. ▪ Draft of a school master plan outlining proposed works to improve the school's physical learning environment developed. ▪ Clarity around what is possible and a possible timeline, in regards to school building replacement, will be known, providing an understanding as to what areas can be developed in the school grounds first.

		▪ Seek support from external providers, Regional Office and Minister's Office in regards to major works that should be considered for the future upgrade of the school buildings.	
	Year 3	▪ New budget developed and implemented to support school priorities as outlined by Strategic Plan. ▪ Develop a school-wide PD plan linked to the School Strategic Plan and staff needs as indicated by the Staff Performance and Review Process which includes: Sending all leadership to Crucial Conversations PD. Developing a priority group to look at developing a positive staff culture. Focus will be on organising inclusive staff activities, places to celebrate successes, protocols for dealing with staff issues appropriately (this team is not to deal with the issues), review staff communication processes, run PD sessions on what a good staff culture should look like. Develop a priority group to look at parental engagement. Focus will be on postcard communication, ideas to involve parents into their child's learning, adding parent engagement goals into staff goals, develop a Parent Action team, review of communication between parent-staff, implement Sentral parent portal. Selected staff to undertake Bastow Course – Leading Communities.	▪ School leaders to have access to suitable funds to complete developments in line with school priorities. ▪ Leadership structure change to allow teachers to receive support in improving teacher practice and developing consistency within a grade level and across the school. ▪ School-wide PD plan developed and implemented. ▪ School leaders, including co-ordinators, priority team leaders and school leadership to attend Crucial Conversations PD. ▪ Priority teams will meet regularly to work on clearly communicated goals for the year. ▪ Teachers will have the skills, confidence and commitment to form collaborative working relationships with parents. ▪ 2 staff to attend the Bastow course – Leading Communities. ▪ Parenting session held at school. ▪ ES performance and review process held for all ES staff where goals are set and evidence produced to support development. ▪ Significant projects completed to improve the physical school environment to enhance student engagement and learning.

		- Hold a 'parenting' based parent information session with guest speaker. - Implement a Performance and Review process for ES staff. - Complete School Master Plan and begin to complete selected prioritised projects within budget allocation.	
	Year 4	- Review school Productivity goals and develop a plan of action for the next strategic plan. - Hold a 'parenting' based parent information session with a guest speaker – possibly on Mental Health/Anxiety.	- A clear idea of where school has come from and where it is going is understood by all staff in readiness for the next review. - Parenting session held at school.