

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Brett Bell ..... [name] [date]	..... [name] [date]	..... [name] [date]
School council: Kym Davidson ..... [name] [date]	..... [name] [date]	..... [name] [date]
Delegate of the Secretary: ..... [name] [date]	..... [name] [date]	..... [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<i>Together We Grow</i>	<i>Respect Responsibility Resilience Connectedness Challenge</i>	<p>Mt Eliza Primary School (Mt Eliza PS) is situated on the Mornington Peninsula approximately 50 kilometres south-east of Melbourne. In 2017, the School's student population is 641.</p> <p><b>Facilities</b> The school facilities include permanent classrooms with withdrawal facilities, interview and teacher meeting rooms, a library/resource centre, classrooms for the creative arts, including Music, Dance, Drama and Art. There is a school hall and an administration building which includes a staffroom. The school currently has 14 relocatable classrooms and a gymnasium which also includes a kitchen which is used for the School's kitchen garden program. The original school building is used for Music, Dance and Drama, Community programs and the Out of School Hours program which operates each morning and afternoon. The school has grounds which include sporting facilities and playground areas.</p> <p><b>Demographics</b> The demographics of the School are stable. The student population is made up of students from predominantly Anglo Saxon or second-generation European backgrounds. A small number of students have English as a second language. Also, the School has a small number of Koorie students and students in out of home care as well as students who are supported by the Program for Students with Disabilities (PSD). The school has a Student Family Occupation (SFO) index of 0.2550.</p> <p><b>Staffing</b> In 2017, the School employs a Principal and an Assistant Principal, three Leading Teachers, 22 full-time and 10 part-time classroom teachers, and 11 Education Support (ES) staff.</p> <p><b>Curriculum</b> Mt Eliza PS provides a sequential curriculum which includes literacy and numeracy programs as well as Physical Education, Performing Arts (Music, Dance, Drama), Visual Arts, Languages Other Than English (LOTE) (Indonesian), Library, Science and a Kitchen Garden Program. The school also provides literacy intervention programs for students who require extra assistance. Information Technology is an integral part of the School curriculum, and is provided through a Bring Your Own Device (BYOD) program for students in Years 5 and 6. The classroom teaching program is supported by a wide range of extra-curricular activities including excursions and camps, guest speakers, the human powered vehicle program, extra drama and dance programs as well as a range of lunchtime clubs and activities including sports programs, and walking groups. Curriculum planning occurs in teams with all staff members contributing to the development of classroom activities.</p> <p><b>Student wellbeing</b> Mt Eliza PS provides a wide range of student wellbeing programs focusing on student safety, forming and maintaining positive relationships, citizenship and resilience. The school values are respect, responsibility, connectedness, resilience and challenge. Students are encouraged to demonstrate the School values throughout their time at the School. Student leadership opportunities are available to students through, for example, the Student Representative Council (SRC) and the School Leaders program, as well as through sporting teams. The main challenge has been ensuring our high capacity students reach their full potential. An action research project into how to best cater for our most capable students has resulted in a number of school-wide practices and approaches.</p>	<p>Mt Eliza Primary School aims to provide a safe and supportive learning environment for all students that is highly engaging and provides challenging learning opportunities for each child at their point of need. All students need to be supported to make progress along their learning journey, experience success and be supported through the making of mistakes. The development of positive relationships between staff, students and parents is paramount to ensure quality outcomes are achieved for all learners.</p> <p>All children need to feel safe and find learning interesting so they can fully engage and progress at the level they are capable of to reach their full potential.</p> <p>Based on the significant amount of work we have undertaken, giving our students greater control and input on their learning journey will be a major focus of this next strategic plan to increase student engagement and allow for more focussed and personalised learning approaches for all. Many of the goals listed in the strategic plan sit clearly in the current 'Priority Team' structure and will follow the cycle of improvement model based on where these goals are currently and will be worked on almost immediately. The goals of improving student voice, review of the Inquiry-based curriculum and engaging our students in the world as responsible citizens with a global perspective are all linked but will require specific resourcing and leadership outside of the current structure and will be progressed throughout the strategic plan period and beyond.</p>

Four-year goals - (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets - (for improving student achievement, engagement and wellbeing)
By the end of the current Strategic Plan, our team will self-assess as being in at least the 'embedding' stage for all areas of FISO. The main focus will be in 'Excellence in teaching and learning' and 'Community engagement in learning', resulting in a highly effective school.	<u>Excellence in teaching and learning</u> <ul style="list-style-type: none"> <li>- Curriculum planning and assessment</li> <li>- Evidence-based high-impact strategies</li> <li>- Evaluating impact on learning</li> </ul> <u>Community engagement in learning</u> <ul style="list-style-type: none"> <li>- Global citizenship</li> <li>- Networks with schools, services and agencies</li> <li>- Parents and carers as partners</li> </ul>	Use of the FISO continua document to map the School's progress against each of the FISO priorities and initiatives on an annual basis  Audit of staff understanding of FISO and development of each person's understanding of their role in the improvement strategy.	Documentation relating to the School's improvement strategy in relation to FISO is fully developed and circulated to the school community.  The FISO continua document is completed annually and shows continual improvement of the School's maturity in relation to FISO.
By the end of the current Strategic Plan, the MEPS team will have developed and implemented a school-wide approach to the effective Teaching and Learning of Writing that results in NAPLAN low growth being below 20% and high growth being above 35% while maintaining our quality results in Reading and Numeracy.	<u>Excellence in teaching and learning</u> <ul style="list-style-type: none"> <li>- Curriculum planning and assessment</li> <li>- Evidence-based high-impact strategies</li> <li>- Evaluating impact on learning</li> </ul>	To implement a strategy to improve Writing outcomes for all students at the School  To provide professional learning in relation to the implementation of high impact teaching strategies and to focus on providing challenging tasks for students	To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading, Writing and numeracy  To increase the percentage of students with high growth in NAPLAN to above 35% in Reading, Writing and numeracy
By the end of the current Strategic Plan, The MEPS team will have developed, documented and implemented a student voice program which empowers students to take greater control of their learning and equips them to influence the way they are taught. This will be seen through an increased response to the Attitude to School Survey reaching an 85% positive response and the documented approach to student voice used throughout the school.	<u>Professional leadership</u> <ul style="list-style-type: none"> <li>- Empowering students and building school pride</li> <li>- Setting expectations and promoting inclusion</li> <li>- Intellectual engagement and self-awareness</li> </ul>	To implement a Student Voice program across the School, focusing on student goal setting, personalizing learning and providing opportunities for students to provide feedback to teachers regarding their learning	
By the end of the current Strategic plan, the MEPS team will have reviewed, investigated, developed and begun to implement a sequential inquiry-based program based on the Victorian Curriculum.		To audit the curriculum to determine where strategies such as inquiry learning were used	
By the end of the current Strategic Plan, the MEPS team will have investigated, developed and implemented a differentiated approach to teaching, learning and assessment across all areas of the curriculum. This will be seen in planning documents produced for all curriculum areas and in the increased percentage of students receiving an A or B in the semester reports.		To provide professional learning and coaching of staff in relation to the use of data, differentiation techniques and accurate assessment of student work.  To document "The Mt Eliza Way" of teaching and learning to ensure consistency of practice across the School.	To increase the percentage of students achieving A or B results in their end of year reports in all curriculum areas each year.
Refer to goal 3 above	<u>Professional Leadership</u> <ul style="list-style-type: none"> <li>- Setting expectations and promoting inclusion</li> </ul>	To develop a Student Voice strategy across all classrooms in order to improve student ownership of their learning	To improve the outcomes of all areas of the student ATS Survey to be above the 50 <sup>th</sup> percentile
Refer to goals 4 & 5 above	<ul style="list-style-type: none"> <li>- Health and wellbeing</li> </ul>	To develop a culture of high expectations, involving challenging tasks and inquiry learning as a way of improving student resilience	To improve the PO Survey in scales related to Parent Input and Learning Focus
By the end of the current Strategic Plan, the MEPS team will have fully documented the agreed approach to engaging parents in their child's learning. Alongside this, a series of 'community virtues' (forgiveness, trust, integrity, compassion, optimism) will be outlined, accepted and enacted by all members of the community to enhance the positive culture of Mt Eliza Primary School.	<u>Community engagement in learning</u> <ul style="list-style-type: none"> <li>- Building communities</li> <li>- Global citizenship</li> <li>- Parents and carers as partners</li> </ul>	To develop a "parent as partners" plan, focusing on improved communication, engagement and parent participation in student learning	A "parents as partners" plan is written with broad acceptance of the plan throughout the School community.
By the end of the current Strategic Plan, the MEPS team will have developed and implemented a program to promote mindfulness and resilience for all students in our school community, resulting in the Attitude to School Survey reaching a 90% positive response.		To audit the curriculum, focusing on building student learning in areas such as: Mindfulness Resilience Goal setting.	
By the end of the current Strategic Plan, the MEPS team will have developed and begun to implement a variety of strategies to engage students in the world as responsible citizens with a global perspective. This will include special programs/activities, incorporation in the inquiry curriculum, partnerships and community involvement.		To implement programs which enhance citizenship, inclusion and globalization across the School.	