Strategic Plan

2016-2018

It gives me great pleasure in presenting our new Strategic Plan 2016-2018. This new plan represents a deep commitment towards self-improvement, self-reflection and a desire to always have 'students' at the centre of all our planning. We aim to foster a 'high performance and high care' culture in our school.

This commitment has been shared with all staff, community and the School Council.

Our planning has been linked to the 'National School Improvement Tool' which provides an evidenced based framework for bench marking good practice. The domains will be reviewed regularly and strategies adjusted to ensure that the relentless quest for improvement is pursued.

This plan highlights the broad strategies of each domain. The Operational Plan creates a greater depth of planning at the leadership level and the 'Phase of Learning Team' (POLT) plan is responsive to the needs of students in their different phase of development. All three tiers of planning are reflected in the pedagogy, programs and strategies delivered to students by teachers in the classroom.

At the beginning of 2015, we commenced a new model for greater autonomy, decision making and flexibility at the phase of learning team (POLT) level. With greater responsibility in managing a POLT budget, allocating physical and financial resources and linking professional learning to the professional needs of the staff, the new POLT structure enhanced the distributed leadership model in the school. This provided all staff with a greater awareness of the part they need to play in order to incrementally and sustainably improve student outcomes.

This empowerment agenda has also been reflected in the School Council's involvement in setting targets, providing feedback on school goals and priorities and reviewing school processes and student performance data. The School Council is relishing this new found confidence and decision making.

I am proud to present our school's ever improving level of planning which will outline the critical focus areas, strategies and targets which will steadily drive and improve the learning of all of our students.

Paul Biemmi
Principal
Feb 2016

Our Vision

To promote a positive school community which encourages students to embrace change and challenges while providing the opportunity for personal, social, emotional well-being and academic excellence

Our Purpose

- We implement evidence- based practice in our teaching and learning.

- We inspire students to strive for excellence in order to prepare them to be successful in the 21st century.

- We provide a learning environment that is safe, positive and supportive

- We provide an inclusive and differentiated curriculum.

- We initiate partnerships and provide opportunities to engage meaningfully with the community.

- We commit to professional learning and the development of staff to build an expert teaching team.

Our Beliefs

- We expect all students to learn successfully by developing a 'high performance' and 'high care' culture.

- We expect high standards for outcomes, engagement and student attendance.

- We believe in tolerance and respect for all students, families and colleagues where cultural, social and learning differences are recognized and valued.

- We celebrate our rich diversity and unique multi-cultural environment.

- We believe positive partnerships with key stakeholders including parents, students, teachers and the wider community will enhance the educational outcomes and opportunities for our students.

- We value strong collegial support and professional learning to develop our staff and build capacity and leadership within the school.

Focus 1
An explicit improvement agenda

Eddystone Primary School has established and IS driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Explicit and clear school-wide targets for improvement have been set and communicated.

WE WILL:

- Develop an annual operational plan and POLT plans that are aligned to our focus areas that explicitly drives a strong improvement agenda

- Monitor progress towards targets and systematically evaluate initiatives and programs in relation to their effectiveness in producing desired improvements in student and staff learning and performance.

Focus 2
Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes. Data analyses consider overall school performance as well as the performances of individual; evidence of improvement/regression over time; performances in comparison with similar schools; and measures of growth across the years of school.

WE WILL:

- Collect, analyse and use a range of student achievement and well-being data to track individual student achievement and progress.

- Implement a professional learning plan that builds staff capacity in analysing and interpreting a range of school data

Focus 3
A culture that promotes learning

Eddystone Primary School is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing.

Eddystone PS works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

WE WILL:

- Develop and promote an environment that reflects our shared high standards in academic learning and social/emotional well-being.

- Develop a strong collegial culture that has agreed processes and support in place for professional outcomes and social and emotional well being

Focus 4
Targeted use of resources

Eddystone PS applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs.

Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

WE WILL:

- Allocate all human, physical and financial resources to target student improvement and sustainability of initiatives

Focus 5
An expert teaching team

Eddystone Primary School has built a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.

Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

WE WILL:

- Develop and implement the EPELL (Eddystone Professional Engagement Learning and Leadership) to build staff capacity and the development of continuous professional learning.

Focus 6
Systematic curriculum delivery

Eddystone Primary School has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across the year levels.

The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and the WA K-10 Curriculum and refined collaboratively to provide a shared vision for curriculum practice.

WE WILL:

- Implement the Australian Curriculum as outlined in the school's 'Curriculum Implementation Plan'.

- Continue to develop and implement an explicit sequenced plan for curriculum delivery of literacy, numeracy and other learning areas.

Focus 7
Differentiated teaching and learning

Eddystone Primary School places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.

Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

WE WILL:

- Develop differentiation as a priority of the school and a feature of every teachers practice

- Monitor the progress of individual students and continually adjust teaching practices in curriculum delivery in response to individuals progress

Focus 8
Effective pedagogical practices

Eddystone Primary School recognises that highly effective teaching is the key to improving student learning throughout the school. The school encourages the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

All teachers understand and use effective teaching methods including explicit instruction, to maximise student learning.

WE WILL:

- Select and implement agreed teaching and learning pedagogy that reflect evidence based best practice, to maximize student learning outcomes

Focus 9
School community partnerships

Eddystone Primary School actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Parents and families are recognised as integral members of the school community and partners in their children's education.

Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.

WE WILL:

- Actively build parent and community partnerships to improve opportunities and outcomes for students.

- Continue to develop partnerships with the Joondalup Learning Community to foster network relationships.

Eddystone Primary School has developed a robust and collaborative process of annual self-assessment that uses evidence related directly to the strategic improvement targets

STUDENT ACADEMIC IMPROVEMENT TARGETS

NAPLAN	ON ENTRY	STUDENT ACHIEVEMENT P-6
NAPLAN achievement at or above like schools in all test areas in Year 3 and 5	75% of students to be 0.3 in Term 1 and all students at 1.0 in Term 4 in S&L, Reading and Numeracy	80% of all students achieve 97% accuracy and 75% comprehension at chronological age in the Prose Inventory by end of Term 4 2018
Increase the % of students in the top two proficiency bands to better than like schools in all test areas for Year 3 & 5 students.	30% of students to be 0.2 end of Term 1 and all students 1.0 at end of Term 4 in Writing	Increase % of students receiving A and B grades in English and Mathematics to 25%
Decrease the % of students in the bottom two proficiency bands in Numeracy and Reading to below like schools.		Decrease % of students receiving D and E grades in English and Mathematics to 15%
Achieve the high progress and high achievement quadrant in Numeracy and Reading from Year 3 to Year 5		90% of Non-limited schooling students in IEC will achieve Level 4 in all modes of the EAL/EAD Progress Maps after 4 terms
		90% of limited schooling students in IEC will achieve Level 3 in all modes of the EAL/EAD Progress Maps after 8 terms.

STUDENT NON ACADEMIC IMPROVEMENT TARGETS

ATTENDANCE	ENGAGEMENT	SOCIAL AND EMOTIONAL WELL BEING
Increase regular attendance rate to 90% by 2018	Increase the % of students assessed as consistently in the attribute 'working to the best of their ability" from 57% to 75%.	Increase the student satisfaction percentage to 80% in regard to behaviour management in the school.
Decrease students at indicated risk (70% to 80% attendance) to 8% 2018	Increase the % of students assessed as consistently in the attribute "sets goals and works towards them with perseverance from 51% to 75%.	Reduce the number of the behavioural incidences in category 3 (Physical assaults or intimidation of other students) from 31 (2015) to less than 10 (2018).
Decrease the students at severe risk to below 2%.		
Key regular attendance = 90% and above attendance		
Indicated Risk- 70% to 80% attendance		
Severe Risk – Below 60% attendance.		

Our Focus Areas	2016-2018

STAFF IMPROVEMENT TARGETS

PERFORMANCE AND DEVELOPMENT	USE OF ICT	SOCIAL AND EMOTIONAL WELL BEING
Increase the number of staff trained in the GROWTH coaching model from 4 to 7 to support peer coaching across the school Develop and implement at least one peer observation a term as a tool for staff feedback and professional growth and development. Continue to implement two classroom walk-throughs a term with each teacher. Utilising the Australian Professional Standards, facilitate and encourage 10% of teachers to self-reflect against the "Lead Teacher" career stage. Utilising the JDF and merit selection criteria for support staff, create at least 2 professional development opportunities a year which enhances future career prospects.	Embed at least 2 new ICT strategies a year as part of the skill development in HASS and science to enhance teaching and learning curriculum delivery. Increase the number of iPads in the school for teacher/student use from 15 to 100 by 2018	Increase the teacher satisfaction percentage from 56% (2014) to 80% (2018) in regard to establishing a strong relationship with the local community Increase the teacher satisfaction percentage from 65% (2014) to 80% (2018) in regard to leadership across the school.

COMMUNITY TARGETS

Initiate one event a term to develop and foster positive school-community relationships between parents and the school.

Develop partnerships between the POLTS and community groups to enhance the teaching and learning process within individual classes culminating in one event a year which can be publicised in the local media and community.

Refine or Implement two new initiatives a year to engage parents as key stakeholders in student learning and/or school decision making practices.

Increase the parental satisfaction percentage from 64% (2014) to 80% (2018) in regard to establishing a strong relationship with the local community.