Department of Education and Early Childhood Development

School Strategic Plan for Eastwood Primary School & Deaf Facility Eastern Metropolitan Region 2013-2016

Endorsement by School Principal	Signed……………………………….. (Principal's signature) Name Lee Ann Green. Date 11 December, 2012
Endorsement by School Council	Signed……………………………….. (School Council President's signature) Name Rebecca Curtain Date11 December, 2012
Endorsement by Regional Director or nominee	Signed……………………………….. (Regional Director or nominee's signature) Name Geoff Flett Date………………………………………….

School Profile

Purpose	We come to the safe and friendly environment of Eastwood PS to achieve our academic potential in positive, challenging and vibrant learning spaces. Eastwood embraces diversity and seeks to build community; ensuring we become responsible members of the global society.
Values	**At Eastwood Primary School we value** • **Learning**: At Eastwood we value confident, motivated and responsible life long learners. • **Self**: We aim to help create positive empowered and compassionate individuals who participate fully in life. • **Relationships**: We value lifelong, positive, and respectful relationships with all members of our school community, our environment and the global community.
Environmental Context	Eastwood is located in the city of Maroondah 20 kilometres east of Melbourne CBD. The school has a current enrolment of 297 students. The school has a culture of continual improvement and academic rigor within a vibrant and welcoming atmosphere. The school was established during the 1950s and facilities are characteristic of the light timbered construction popular during this period. Unfortunately, the state and configuration of predominantly small and dated single classrooms do not support the identified teaching and learning approaches of the school while the overall condition is poor and in need of renewal. Voluntary parent assistance helps maintain an attractive and treed school play area which includes oval, sealed play areas and various playground areas. Environmental initiatives include the installation of a 100,000l water tank to service recently upgraded toilets and a Community Vegetable Garden. The school has a Student Family Occupation density index of 0.43 which reflects a relatively low proportion of students with a family background other than English and a relatively higher socio-economic profile. In 2012 there are 58 families eligible to receive EMA. The school motto 'Enthusiasm Precedes Success' maintains significance with students, teachers and parents and underpins school values, behaviours and endeavours. The Eastwood Deaf Facility, the first such facility in a mainstream Victorian school, was established at the school in 1993. This facility provides an excellent and highly successful integrated setting for deaf and hearing impaired students. It is supported by highly specialised staff. In 2009 we begin teaching Auslan (Australian sign language) as LOTE to all students which will further support the integration of our deaf and hearing impaired students. Deaf Facility students are integrated into all areas of the school therefore teachers are required use appropriate strategies to support their individual learning. The school maintains a successful special refugee support program for students from Sudanese, Burmese and Cambodian backgrounds and has close links with Maroondah Network Schools and local agencies to provide relevant programs for English as an Additional Language and refugee students. There is a traditional class (prep to grade 6) structure with multi-age classes allowing for flexible grouping of students and the successful inclusion and integration of students with hearing impairments. Teachers work collaboratively to plan and deliver the learning program which includes team teaching within and across

levels to meet the individual learning needs of the students.

There is a strong information and communication technology (ICT) focus across the school with a 1:1 Tablet Program in the prep and senior classes being introduced in 2013. The majority of classes having interactive displays most of which were installed in 2008. Students and teachers use a wide variety of software and hardware as a natural part of learning and teaching.

Student leadership is fostered at all year levels and includes School Captains and Vice Captains, class elected Junior School Council, House Captains, and Specialist Area Captains. Student voice is highly valued with many opportunities for students to participate in authentic activities.

Parent expectations of the school are high. Parents are involved in a wide range of school activities including fund raising, gardening, class assistance and special school activities. The School Council maintains an active involvement across the school and effectively supports school programs in the following sub-committees: Finance, Education and Policy, Futures, Environment, Eastwood Community Connections Organisation and Health/Nutrition/Traffic.

Eastwood is proudly a community school and actively supports the utilisation of school facilities by a range of groups. Recent discussions between School Council and the City of Maroondah present a range of opportunities for collaboration in the future. The school enjoys excellent community support which is exemplified by the Chaplaincy Program and student mentoring offered by the Ringwood Church of Christ.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise student learning outcomes across the AUS / VELS with a particular focus on: • Mathematics: working mathematically P to 6 AUS / VELS number and algebra • English; speaking and listening P to 6	Increase the average percentage of students achieving in the top two bands of NAPLAN in reading 3 to 52%, year 5 to 48%; and numeracy year 3 to 45% and year 5 to 35%. *(2009-11 average – yr 3 reading 49% and numeracy 36%)* *(2008-11 average – yr 5 reading 44% and numeracy 29%))* 90% of matched cohort students achieving in the top 2 bands in years 3 and 5 reading and numeracy will stay in the top 2 bands between NAPLAN assessments. Increase the percentage of students above the expected level in VELS/AusVELS level P-6 in speaking and listening 25% and working mathematically 20%. *(2011 speaking and listening 15% and working mathematically 7%)* To show improvement from 2013 to 2016 in in the following elements of the PoLT survey in all year levels • ***Principle 4***: Students are challenged and supported to develop deep levels of thinking and application • ***Principle 5***: Assessment practices are an integral part of teaching and learning	• Enhance Teacher instructional capacity to ensure a differentiated approach to student learning with a particular focus on Speaking and Listening and Working Mathematically. • Develop high functioning professional teams across the years to ensure a consistent and sequential approach to curriculum, planning delivery and assessment. • Extend the use of ICT as a natural tool of student learning.

Student Engagement and Wellbeing	To enhance student levels of engagement in their learning in a secure environment that builds positive connectedness between teachers, students and families	• By 2016 Parent Opinion Survey - ***General Satisfaction*** will be within or above the 3rd quartile.
		• By 2016 Student Attitudes to School Survey will be at or above the 3rd quartile for student responses to:
		  o ***Connectedness to Peers*** *~ boys yr 5 (2011: 1st quartile)*
		  o ***Learning Confidence*** *~ boys and girls yr 5 (2011: 1st quartile)*
			• Continued focus on high student engagement through the provision of a broad and personalised curriculum through active hands on learning
			
			• Review student management practices
			
			• Strengthen links between school, home and the wider community.

		○ *Teacher effectiveness* ~ *boys and girls yr 5 (2011: 1st quartile)* ○ • To show improvement from 2013 to 2016 in in the following elements of the PoLT Perceptions Survey in all year levels: 　○ *Principle 1*: The learning environment is supportive and productive 　○ *Principle 2*: The learning environment promotes independence, interdependence and self-motivation 　○ *Principle 3*: Students' needs, backgrounds, perspectives and interests are reflected in the learning program	
Student Pathways and Transitions	To provide effective transition and pathways for all students at each stage of their school life.	• By 2016 Parent Opinion Survey - *Transitions* will be within or above the 3rd quartile. • Benchmark in 2013 and improve to 2016, assessment of the transition process from all new students to the school (all levels) and of year six to secondary schooling - by local surveys of parents at an agreed interval • By 2016 student Attitudes to School Survey will be at or above the 3rd quartile for student responses to *School Connectedness* ~ *girls yr 6 (2011 1st quartile).* • To show improvement from 2013 to 2016 in *Principle 6*: Learning connects strongly with communities and practice beyond the classroom of the PoLT Perceptions Survey in all year levels:	• Strengthen transition processes for all students with a particular focus on transition through the year levels with a differentiated approach for students with special needs.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)			Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning • **Enhance Teacher instructional capacity to ensure a differentiated approach to student learning with a particular focus on Speaking and Listening and Working Mathematically** • **Develop high functioning professional teams across the years to ensure a consistent and sequential approach to curriculum, planning delivery and assessment.** • **Extend the use of ICT as a natural tool of student learning.**	Year 1		• Write 4 year action plan to work towards developing school wide standards and an 'Eastwood' template for consistency in T&L, lesson planning, learning intentions and success criteria. • Establish a *Speaking and Listening* Implementation Team comprising representatives of all levels, who will manage professional learning, oversee team planning and assessment, and track the progress of the initiative. Nb. Establishing agreed strategies / criteria to judge the progress of hearing impaired students' development and proficiency in Speaking and Listening will be part of this team's work. • Establish a *Working Mathematically* Implementation Team comprising representatives of all levels, who will manage professional learning, oversee team planning and assessment, and track the progress of the initiative. • Complete PoLT Component Mapping – Principles 4 &5, administer the PoLT Student Perceptions Survey P-6 and the Student Learning Survey 3-6 to gather baseline data. • Establish *1:1 Tablet Program* Implementation Team comprising representatives of all levels to manage the implementation and extension of the 1:1 tablet program. • Apply for TPL to support the implementation of the 1:1 tablet program, particularly focusing on developing teaching and learning programs utilising tablets and aps that promote open ended student learning and new ways of presenting and assessing online tasks. • Provide PL for all staff in utilising technology to enhance student learning by developing engaging and individualised learning activities	• Vertical teams to meet regularly within the meeting schedule . • Teachers use agreed speaking and listening teaching strategies and assessment tools. • Teachers use a differentiated approach to assess the Speaking and listening skills of Deaf and Hearing Impaired students. • Teachers use agreed working mathematically teaching strategies and assessment tools. • Teachers plan and deliver a differentiated program. • Team and staff meetings are used to moderate student assessments against agreed criteria developed by the Implementation teams. • Teachers use data from PoLT surveys to reflect on teaching and learning programs and set base line data.

		• Introduce the use of ABLES for PSD students, measuring academic progress against each learning area.	
	Year 2	• Speaking and Listening Implementation Team continues to manage professional learning, oversee team planning and assessment, and track progress. • Working Mathematically Implementation Team continues to manage professional learning, oversee team planning and assessment, and track progress. • Develop school wide standards and an 'Eastwood' template for consistency in T&L, lesson planning, learning intentions and success criteria. Level Teaching Teams continue developing planning and assessment practices and skills that support differentiated learning. • 1:1 Tablet Program Implementation Team continues to manage professional learning and track progress and develop goals for the integration of ICT in curriculum planning. Extend the program to additional levels throughout the school. • Repeat PoLT Component Mapping – Principles 4 &5, administer the PoLT Student Perceptions Survey P-6 and the Student Learning Survey 3-6. • Monitor the use of ABLES for PSD students.	• Teachers plan, teach and assessment student questioning and listening skills. • Level Teaching Teams continue developing planning, teaching and assessment practices and skills that support differentiated learning. • Teachers use The Australian Institute for Teaching and School Leadership SAT (Self-Assessment Tool) online questionnaire to reflect upon their practice in accordance with the National Professional standards for Teachers. Feedback used to support development of coaching, collaboration and peer observation. • Team moderation groups meet regularly • Teacher performance plans demonstrate use of student data for curriculum planning • Planning documentation includes the routine use of iPads in the classroom • Teachers trial new iPad apps in the learning program
	Year 3	• Level Teaching Teams continue developing planning, teaching and assessment practices and skills that support differentiated learning with a particular focus on Speaking and Listening, Working Mathematically and the routine use of ICT. • Repeat PoLT Component Mapping – Principles 4 &5, administer the PoLT Student Perceptions Survey P-6 and the Student Learning Survey 3-6. • Continue work on the 'Eastwood' template for consistency in T&L, lesson planning, learning intentions and success criteria. Level Teaching Teams continue developing planning and assessment practices and skills that support differentiated learning.	• Teachers use The Australian Institute for Teaching and School Leadership SAT (Self-Assessment Tool) online questionnaire and analyse data for growth / improvement • Each Teaching Team's documentation will outline their planning for the teaching and assessment of the students' ability to deliver messages with clarity. • Team moderation groups meet regularly • Teacher performance plans demonstrate use of student data for curriculum planning • Planning documentation includes the routine use of iPads in the classroom and teachers trial new iPad apps in the learning program.

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	Year 4	• Complete PoLT Component Mapping – Principles 4 &5, administer the PoLT Student Perceptions Survey P-6 and the Student Learning Survey 3-6 to gather baseline data. • Review the impact of professional learning and changes to planning and teaching of the Speaking and Listening, Working Mathematically and the 1:1 Tablet Program. • Review the 'Eastwood' template for consistency in T&L, lesson planning, learning intentions and success criteria.	• All teachers contribute to the review of Speaking and Listening, Working Mathematically and the 1:1 Tablet Program.
Engagement and Wellbeing • **Continued focus on high student engagement through the provision of a broad and personalised curriculum through active hands on learning** • **Review student management practices** • **Strengthen links between school home and the wider community.**	Year 1	• Establish a *Student Engagement* Implementation Team comprising representatives of all levels who will research best practice in student centred learning approaches to develop a 3 year plan of implementation. • The *Student Engagement* Implementation Team plan a series of professional learning activities with a focus on student engagement and shifting decision making responsibility to students to build creativity and problem solving skills. • Review the discipline policy and management processes particularly as it relates to behaviour which affects learning. • Professional learning relating to class management strategies held each term in staff meetings. • Use existing School Council subcommittee with a small coalition of community members (teachers, support staff and parents) to gain additional feedback from parents regarding issues revealed in the parent survey. • Conduct welcoming parent forums to discuss issues.	• The Student Engagement team use information from a variety of sources including school visits, professional reading and online communities to develop an engagement strategy. • Teachers plan a broad and personalised curriculum with routine opportunities for active, hands on learning. • Teachers use consistent student management practices across the school. • Reporting to parents (3 way conferences) are held in first term.
	Year 2	• The *Student Engagement* Implementation Team plans a series of professional learning activities with a focus on active and hands on learning.	• Teachers plan a higher level of active and hands on learning in the planned curriculum. • Teachers continue to use consistent approaches to

		• Continue professional learning relating to class management strategies held each term in staff meetings. Providing a differentiated approach for staff as required. • Continue to use School Council subcommittee to review trends and make recommendations to school leadership.	classroom behaviour management. • Welcoming parent forums are run to discuss issues
	Year 3	• The *Student Engagement* Implementation Team plans a series of professional learning activities about how to support students to identify and write personal learning goals. • Continue professional learning relating to class management strategies held each term in staff meetings. • Plan for student learning that integrates with the local community eg research, action and enterprise activities.	• Teams use consistent strategies to enable students to write personal goals. •
	Year 4	• Review student centred learning approaches implemented since 2013. • Review student management approaches implemented since 2013.	• All staff participate in the review of student engagement and management initiatives implemented.

Transitions and Pathways
 	
• **Strengthen transition processes for all students with a particular focus on transition through the year levels with a differentiated approach for students with special needs.**
	Year 1	• Review and improve the three way reporting process.
		
		• Improve transition process documentation including:
		  • induction into any year level of the school or at any time during the year.
		  • K-P and 6-7
		
		• Maintain and improve the tracking of student achievements/progress with the Student Mapping Tool accessible flagging potential differences in learning styles and preferred curriculum focus.
		
		• Strengthen the handing on of information discussion between teachers by shifting the time for this process to early in the new year.
		
		• Introduce digital portfolios in yrs 5&6 with a focus on
			• All staff participate in the review of the current Parent /Teacher/Student meetings.
			
			• Student mapping tool routinely updated and accessible for all staff.
			
			• Student information handover will be completed in the second week of term 1.
			
			• Yrs 5 & 6 students each have a digital portfolio which demonstrates their academic, physical and social goals and demonstrating their learning using ICT.
			
			• Transition is discussed at the Cluster level meetings for both level 1 and 4.

		students setting academic, physical and social goals and demonstrating their learning using ICT. • Principal class team to work cluster/network schools to strengthen 6-7 transition eg: using digital portfolios.	•
	Year 2	• Yr 6-7 Develop a local survey for a sample of year 6/7 families one year after transition to ascertain issues affecting transition. • Apply the new documentation process for transition into any level. • Refine yr 5&6, and introduce digital portfolios in years prep, 3 & 4 with a focus on students setting academic, physical and social goals and demonstrating their learning using ICT. • Track student achievement flagging potential differences in learning styles and preferred curriculum focus. •	• Transition survey sent out to a sample group of 6/7 families, bench mark data established. • Prep, 3-6 students each have a digital portfolio which demonstrates their academic, physical and social goals and demonstrating their learning using ICT. • Yr 6 digital portfolios available for use in the transition to secondary college. • Teachers use the Student Mapping Tool to identify and monitor learning styles.
	Year 3	• Introduce digital portfolios in years 1 &2 with a focus on students setting academic, physical and social goals and demonstrating their learning using ICT. • 6-7 transition: Yr 6 teachers meet with Yr 7 coordinator in term 2 to discuss transition, seek feedback about student transition, students skills, use of information provided by the primary school, and to streamline the transition process.	• Each student has a digital portfolio which demonstrates their academic, physical and social goals and demonstrating their learning using ICT. • Yr 6 teachers meet with secondary colleagues to improve transition initiatives.
	Year 4	Review all transition initiatives.	• All staff participate in the review of transition initiatives implemented.