

School Strategic Plan 2014-2017
for
Eastbourne Primary School 5133



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>Eastbourne Primary School exists to support the students and families of our community to build prosperous, socially engaged, happy and healthy lives. We do this by enhancing learning and development, through strengthening families and helping people to gain the skills and knowledge they need to thrive and participate in a complex and challenging economy and society.</p> <p>Eastbourne Primary School provides a high quality, engaging education, promoting opportunities for success and developing positive values within a safe, secure, supportive and caring community environment for all students.</p> <p>The core purpose of the school is to help students learn to become more successful learners, more confident and creative individuals and more active and informed citizens. We enhance learning to enable students to make greater than expected progress in these areas.</p>
<p>Values</p>	<p>LEARNING – RESPECT – COLLABORATION</p>
<p>Environmental Context</p>	<p>Eastbourne Primary School is a P-6 primary school of around 440 students located in the suburban beachside township of Rosebud West. Our community is home to a diverse population of around 4500 residents. The community profile on a number of data sets including AEDI, census figures and Student Family Occupation indicate that the local community is identified as disadvantaged, with particular disadvantage in the areas of developmentally vulnerable children, unemployment, low income, year 12 or equivalent completed.</p> <p>The school currently has a committed staff of 3 principal class, 27 FTE teachers and 7 non-teaching staff. 71% of the school's teaching staff are in the Range 2 classroom teacher category.</p> <p>The school is achieving improvement in learning and engagement outcomes through a dedicated and caring staff. Eastbourne Primary School has many innovative, engaging programs that cater for a diversity of student needs with a strong emphasis on personalised teaching and learning. The school's relative growth shows that students are making sound progress in their learning, but are not always 'catching-up' to the state-mean equivalent.</p> <p>The focus for school improvement in the last strategic plan has been improving student achievement in literacy and numeracy, building teacher capacity in creating an engaging and productive learning environment, improving student attendance and improving transition.</p> <p>Overall, the school is proud of its achievements over the last four years. Eastbourne Primary School has a much greater sense of focus on learning and supporting students and their families, and has established higher expectations and standards for all of the members of its community. The provision of a more orderly learning environment and a greater focus on developing a whole-school vision for learning and teaching have been significant accomplishments in improving the school over the last four years. These provide the foundation for the school to achieve a new level of outcomes for students and their families in the future.</p> <p>The school's facilities include a well-resourced library, multipurpose room, kitchen and computer laboratory. These are complemented outdoors by our integrated garden art and the large playing areas, vegetable garden and play pod. Our Recreation Centre caters for skills based physical education, Perceptual Motor Program, our musical performances and many community user groups.</p> <p>The Eastbourne Primary School Out of School Hours Care program is of high quality. The School Council and the Parents and</p>

	<p>Friends Group, work harmoniously with the school community to continue to improve our student's quality of education.</p> <p>The Rosebud West precinct has been part of a Community Renewal initiative over the last 6 years in partnership with the Mornington Peninsula Shire, Department of Human Services, Rosebud Secondary College, Eastbourne Primary School, School Focused Youth Services, Anglicare, Family Life and many local residents. This group has been able to address many issues within the area from employment, education, environment, the Arts to infrastructure development. Rosebud West was identified as a community lacking many services and a community space to provide support for vulnerable families. Because of this the Community Hub was planned and developed and has been in operation since February 2012 providing limited integrated community services. This community centre currently houses 4 and 3 year old preschool, Long Day Care, Play Groups, Maternal and Child Health, Biala and many community groups that assist the local population.</p> <p>The future for Eastbourne Primary School is to become a school that challenges the relationship between socio-economic status and achievement through high levels of learning and engagement. To achieve this, our aim is for students to be achieving greater than 12 months progress every 12 months.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • Staff, students, families and community members will treat each other with respect • The school will provide a safe and supportive learning environment • The school will make public its vision and goals to the broader community and encourage community engagement in achieving these • The school will provide students with access to a balanced, flexible and engaging curriculum • The school will tailor teaching and learning programs to the needs of students and families • The school will promote positive relationships with all members of the school community through regular communication • Parents and students will receive regular information about learning progress, effort and behavior at school • The school will work with outside agencies and local education providers to provide support to students • The school will use evidence to evaluate the impact of its programs and work to continually improve the school

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Students achieve greater than average progress in their learning.</p> <p>Students learn and develop a broader range of skills, knowledge and attitudes necessary for life success.</p>	<p>NAPLAN relative growth between years 3 and 5 shows less than 25% of students in low growth category in writing and spelling.</p> <p>Student achievement data sets in English, Mathematics and Science and 21st Century Skills demonstrate greater than expected progress over each 12 month period.</p>	<p>Maximising Learning Progress</p> <ul style="list-style-type: none"> - Develop staff capacity for clinical teaching. - Continued implementation of a personalised learning approach based on engagement and precision. - Develop staff and community understanding of whole school personalised learning approach. - Adopt a more engaging and precise approach to facilitating students' spelling development - Develop a more explicit whole-school writing approach, including an identified assessment task that plots student progress against the curriculum at regular intervals - Develop greater shared responsibility and instructional leadership capabilities and practices of Professional Learning Team leaders and Curriculum Team leaders <p>A Broader Range of Skills, Knowledge and Attitudes</p> <ul style="list-style-type: none"> - Develop whole-school learning continuum in effective learning skills - Develop and provide clear curriculum and pedagogical directions for teaching science, history, geography and Collaborative Problem Solving skills. - Develop staff and community understanding of whole school personalised learning approach through communication of 'learning steps', communication of student progress and promoting parent partnership in learning
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the</p>	<p>Students and parents are more active in the learning process.</p>	<p>Between 2014 and 2017, Parent Opinion Survey factor of 'Learning Focus' shows improvement.</p> <p>Between 2014 and 2017,</p>	<p>Student and Parent Engagement in Learning</p> <ul style="list-style-type: none"> - Continue to develop staff capacity for precise teaching and engaged learning - Increase communication with parents about learning steps and

<p>broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Student Attitudes to School Survey shows improvement in all factors.</p>	<p>ideas to support engaging and precise learning at home</p> <ul style="list-style-type: none"> - Continue to develop a calm, orderly caring and supportive learning environment - Develop improved communication strategies with parents. - Broaden student-voice across the school so that a wider range of students give feedback on their schooling - Continue to develop the use of learning journals, student-led interviews, with clear protocols in the school on what these are. - Utilise technology to connect learning to students and families beyond school
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>The school has a more positive, student-centred school culture.</p> <p>There is a broader agreement in the community that Eastbourne Primary School is a safe, happy and effective school.</p>	<p>Between 2014 and 2017, Parent Opinion Survey factors of 'Student Safety' and 'Behaviour Management' show improvement.</p> <p>Between 2014 and 2017, Student Attitudes to School Survey shows improvement in all factors.</p>	<p>Community Perception</p> <ul style="list-style-type: none"> - Ensure clear, consistent protocols exist and are followed by staff and students for maintaining a calm, orderly, caring and supportive learning environment - Continue to provide a high level of support to vulnerable students and their families - Ensure that positive images of Eastbourne Primary School are promoted in the local community - Increase positive communication with parents - Provide a wide range of activities for students to participate during recess and lunch times with a focus on social skill development - Continue building relationships with parents so they can communicate with staff over any concerns - Streamline communication about student welfare across the school <p>School Culture</p> <ul style="list-style-type: none"> - Continued implementation of KidsMatter - Continue to develop staff capacity to utilise restorative practices and implement disciplinary measures to help students develop social responsibility - Continue to deliver social and emotional learning, improve student voice and emphasise the importance of 'Infusion' process - Continue to recognise student achievement and progress - Foster and recognise creativity in students - Continue to develop staff capacity to build cognitive and emotional engagement in each classroom

			- Continue to promote and reward attendance
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>All teachers better understand high-quality teaching and receive feedback and support to help them develop.</p> <p>Students start school at Eastbourne with a higher level of advantage.</p>	<p>AEDI data for 2015 and 2018 shows a decrease in the number of developmentally vulnerable children in Rosebud West community.</p> <p>Mean scores on School Entrant Health Questionnaire, Maths Online Interview and English Online Interview show improvements between 2014 and 2017.</p> <p>By 2017, Staff Opinion Survey data is being used to set targets and track school performance in the area of feedback, professional learning and development and role clarity.</p>	<p>Building Teaching and Leadership Capacity</p> <ul style="list-style-type: none"> - Develop a more distributed leadership model with a focus on building leaders' capacity to give feedback on the quality of teaching and effect of teaching - Provide all staff with a clear, consistent vision for the school based on Pedagogical Vision - Develop clear responsibility measures for all staff so that goals for all roles are specific, measureable, achievable and time-bound. - Utilise the Performance and Development Planning Process and EPS Effective Teaching Model to drive teacher improvement - Develop clear non-negotiable teacher behaviours, including approaches to teaching and curriculum - Collect, analyse, intervene and reflect on Staff Opinion Survey data to reflect on staff development <p>Early Learning and Development</p> <ul style="list-style-type: none"> - Develop stronger links between local early learning and care providers based on curriculum and pedagogy. - Take responsibility for student learning from birth through leading and supporting early learning and development projects in the local community. - Develop pedagogical and curriculum links with local Kindergartens and Early Learning providers - Develop staff understanding of AEDI

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1 2014	<p>Maximising Learning Progress</p> <ul style="list-style-type: none"> ▪ Continue to refine and extend whole school personalised learning approach ▪ Professional learning, implementation and ongoing evaluation of WOW spelling and VCOP writing approaches P-6 ▪ Implement assessment schedule and progress analysis program P-6 <p>A Broader Range of Skills, Knowledge and Attitudes</p> <ul style="list-style-type: none"> ▪ Develop science centre and curriculum planning and assessment guidelines and resources in line with AusVELS ▪ Research Collaborative Problem Solving ▪ Development of explicit learning continuums K-8 in History and Science 	<ul style="list-style-type: none"> ▪ Greater than expected progress in writing and spelling across the school ▪ Dedicated science learning time for all students
	Year 2 2015	<p>Maximising Learning Progress</p> <ul style="list-style-type: none"> ▪ Continue to refine and extend whole school personalised learning approach, including induction of new staff, aligning school success with vision and developing school capacity for engaged learning and precise teaching ▪ Ongoing analysis of student progress through PAG teaching and learning meetings as feedback on the impact of teaching ▪ Ongoing teacher professional learning around content knowledge, pedagogical content knowledge, differentiation, collaboration, data analysis, assessment literacy and student engagement. <p>A Broader Range of Skills, Knowledge and Attitudes</p> <ul style="list-style-type: none"> ▪ Utilise ACER PATScience assessment to evaluate effect of science teaching across the school ▪ Development of clear pedagogical guidelines for geography and history teaching based on AusVELS ▪ Develop and trial assessment methods for Collaborative Problem Solving 	<ul style="list-style-type: none"> ▪ Greater than expected progress in English, Maths and Science across the school ▪ Curriculum planning resources for geography and history developed
	Year 3 2016	<p>Maximising Learning Progress</p> <ul style="list-style-type: none"> ▪ Continued implementation of personalised learning, reflection on evidence and innovation to promote enhanced progress <p>A Broader Range of Skills, Knowledge and Attitudes</p> <ul style="list-style-type: none"> ▪ Development of innovative school structures and curriculum plans to promote student learning of Collaborative Problems Solving (CPS) skills 	<ul style="list-style-type: none"> ▪ Greater than expected progress in English, Maths and Science across the school ▪ Curriculum plans across the school show evidence of explicit teaching and CPS
	Year 4 2017	<p>Maximising Learning Progress</p> <ul style="list-style-type: none"> ▪ Continued implementation of personalised learning, reflection on evidence and innovation to promote enhanced progress <p>A Broader Range of Skills, Knowledge and Attitudes</p> <ul style="list-style-type: none"> ▪ Development of innovative school structures and curriculum plans to promote student learning of Collaborative Problems Solving (CPS) skills 	<ul style="list-style-type: none"> ▪ Greater than expected progress in English, Maths and Science across the school ▪ Curriculum plans across the school show evidence of explicit time allocated to learning of CPS

Engagement	Year 1 2014	Student and Parent Engagement in Learning <ul style="list-style-type: none"> ▪ Continue to develop staff capacity for promoting emotional, behavioural and cognitive engagement through professional learning ▪ Survey parents to find out the preferred mode, frequency and content of communication around their child's learning ▪ Utilise email and social media to communicate with parents ▪ Conduct whole-day student-led interviews in term three with a focus on where students are at, their next step and strategies for achievement ▪ Ensure continued focus on regular opportunities for student voice in all classrooms, including circle time, class meetings and Infusion process. ▪ Research solutions for online storage of student work that can be shared at home. 	<ul style="list-style-type: none"> ▪ Researched and developed a list of teacher, student and parent behaviours for emotionally, behaviourally and cognitively engaged learning ▪ Conducted parent communication survey and analysed feedback to develop improved strategies in 2015
	Year 2 2015	Student and Parent Engagement in Learning <ul style="list-style-type: none"> ▪ Continue to develop staff capacity for promoting emotional, behavioural and cognitive engagement through professional learning ▪ Communicate learning steps with parents via email/cloud storage/print regularly in spelling, number, writing and reading ▪ Continue student-led interviews ▪ Provide students and teachers with ICT resources to encourage engaging practise of creative, literacy and numeracy skills and capacity for student work to be stored online. ▪ Ensure that all classes are providing regular time for student feedback (such as circle time, class meeting and Infusion), and that feedback is provided to the SRC regularly to support student-centred innovations around what is learnt, how it is learnt and opportunities to develop and extend student interests and passions. ▪ Revisit processes for establishing and maintaining a calm, orderly, caring and supportive learning environment through the use of Restorative Practices and appropriate disciplinary measures 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey data in 'Learning Focus' ▪ Improved Student Attitudes to School survey data
	Year 3 2016	Student and Parent Engagement in Learning <ul style="list-style-type: none"> ▪ Continued monitoring and evaluation of survey data sets and responsive professional learning and innovation to improve outcomes ▪ Continue to provide students and teachers with ICT resources to encourage engaging practise of creative, literacy and numeracy skills and capacity for student work to be stored online. ▪ Continued broadening of student voice and articulation of link between improved outcomes and pedagogical actions 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey data in 'Learning Focus' ▪ Improved Student Attitudes to School survey data
	Year 4	Student and Parent Engagement in Learning <ul style="list-style-type: none"> ▪ Continued monitoring and evaluation of survey data sets and responsive professional learning and innovation to improve outcomes 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey data in 'Learning Focus' ▪ Improved Student Attitudes to School

	2017	<ul style="list-style-type: none"> ▪ Continue to provide students and teachers with ICT resources to encourage engaging practise of creative, literacy and numeracy skills and capacity for student work to be stored online. ▪ Continued broadening of student voice and articulation of link between improved outcomes and pedagogical actions 	survey data
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Wellbeing	Year 1	<p>School Culture</p> <ul style="list-style-type: none"> ▪ Revise and communicate whole school rights and responsibilities based on learning, safety and respect ▪ Continued development of learner-centred environment through development of classroom learning plans, implementing restorative approaches and explicit teaching of social skills. ▪ Provide a wide range of activities for students to participate during recess and lunch times with a focus on social skill development <p>Community Perception</p> <ul style="list-style-type: none"> ▪ Continue role of Parent Engagement, Transition & Support Project Manager ▪ Ensure all staff have access to parent email addresses and use these to communicate regularly ▪ Use social skills 'Infusion' process for continued articulation of high expectations for student behaviour and high levels of support for students to fulfil these, and provision of appropriate consequences for student misbehaviour ▪ Continue to work closely with outside agencies to provide for the safety and wellbeing of students and their families. 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey factors of 'Student Safety' and 'Behaviour Management' ▪ Student Attitudes to School Survey shows improvement in all factors.
	Year 2	<p>School Culture</p> <ul style="list-style-type: none"> ▪ Revise and communicate whole school rights and responsibilities based on learning, safety and respect ▪ Continued development of learner-centred environment through development of classroom learning plans, implementing restorative approaches and explicit teaching of social skills. <p>Community Perception</p> <ul style="list-style-type: none"> ▪ Continue role of Parent Engagement, Transition & Support Project Manager ▪ Ensure all staff have access to parent email addresses and use these to communicate regularly ▪ Use social skills 'Infusion' process for continued articulation of high expectations for student behaviour and high levels of support for students to fulfil these, and provision of appropriate consequences for student misbehaviour ▪ Continue to work closely with outside agencies to provide for the safety and wellbeing of students and their families. 	<ul style="list-style-type: none"> ▪ Improved Parent Opinion Survey factors of 'Student Safety' and 'Behaviour Management' ▪ Student Attitudes to School Survey shows improvement in all factors.

	Year 3	<p>School Culture</p> <ul style="list-style-type: none"> Revise and communicate whole school rights and responsibilities based on learning, safety and respect Continued development of learner-centred environment through development of classroom learning plans, implementing restorative approaches and explicit teaching of social skills. Continued celebration and reinforcement of whole school positive learning behaviours <p>Community Perception</p> <ul style="list-style-type: none"> Continue role of Parent Engagement, Transition & Support Project Manager Ensure all staff have access to parent email addresses and use these to communicate regularly Use social skills 'Infusion' process for continued articulation of high expectations for student behaviour and high levels of support for students to fulfil these, and provision of appropriate consequences for student misbehaviour Continue to work closely with outside agencies to provide for the safety and wellbeing of students and their families. 	<ul style="list-style-type: none"> Improved Parent Opinion Survey factors of 'Student Safety' and 'Behaviour Management' Student Attitudes to School Survey shows improvement in all factors.
	Year 4	<p>School Culture</p> <ul style="list-style-type: none"> Revise and communicate whole school rights and responsibilities based on learning, safety and respect Continued development of learner-centred environment through development of classroom learning plans, implementing restorative approaches and explicit teaching of social skills. Continued celebration and reinforcement of whole school positive learning behaviours <p>Community Perception</p> <ul style="list-style-type: none"> Continue role of Parent Engagement, Transition & Support Project Manager Ensure all staff have access to parent email addresses and use these to communicate regularly Use social skills 'Infusion' process for continued articulation of high expectations for student behaviour and high levels of support for students to fulfil these, and provision of appropriate consequences for student misbehaviour Continue to work closely with outside agencies to provide for the safety and wellbeing of students and their families. 	<ul style="list-style-type: none"> Improved Parent Opinion Survey factors of 'Student Safety' and 'Behaviour Management' Student Attitudes to School Survey shows improvement in all factors.

Productivity	Year 1	<p>Building Teaching and Leadership Capacity</p> <ul style="list-style-type: none"> Implement revised performance and development process utilising SMART performance goals and EPS Effective Teaching Model Assessments Continue to clarify, define and enable EPS Pedagogical Vision through professional learning, aligning success with vision and refining school structures to enable collaboration and peer-accountability 	<ul style="list-style-type: none"> All teachers have developed performance development plans including evidence-based SMART goals. Conducted DEECD staff opinion survey and established benchmarks
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	Year 2	<p>Building Teaching and Leadership Capacity</p> <ul style="list-style-type: none"> Implement revised performance and development process utilising SMART performance goals and EPS Effective Teaching Model Assessments Continue to clarify, define and enable EPS Pedagogical Vision through professional learning, aligning success with vision and refining school structures to enable collaboration and peer-accountability Develop the capacity of Professional Learning Team leaders and Curriculum leaders to lead learning and teaching through contextualised professional learning <p>Early Learning and Development</p> <ul style="list-style-type: none"> Work with Rosebud Kindergarten to develop 'learning footsteps' to track learning based on Eastbourne PS 'I can...' model in key learning and development areas. Work with Rosebud Kindergarten to develop key clinical teaching practices, including diagnosing child progress against learning continua, planning deliberate learning and teaching environments for learners to facilitate progress and evaluating the impact of teaching to inform next steps. Evaluate the impact of clinical teaching approaches in the early childhood setting and make public to garner wider support across local early education and care providers. 	<ul style="list-style-type: none"> Improvements against 2014 benchmarks on DEECD Staff Opinion Survey Rosebud Kindergarten utilising clinical teaching approaches.
	Year 3	<p>Building Teaching and Leadership Capacity</p> <ul style="list-style-type: none"> Implement revised performance and development process utilising SMART performance goals and EPS Effective Teaching Model Assessments Continue to clarify, define and enable EPS Pedagogical Vision through professional learning, aligning success with vision and refining school structures to enable collaboration and peer-accountability Develop the capacity of Professional Learning Team leaders and Curriculum leaders to lead learning and teaching through contextualised professional learning <p>Early Learning and Development</p> <ul style="list-style-type: none"> Extend the work completed in previous years to other providers. Track the entry level of Prep students using English Online Interview, Maths Online Interview and School Entrant Health Questionnaire. 	<ul style="list-style-type: none"> Improvements against 2014 benchmarks on DEECD Staff Opinion Survey Improved EOI, MOI outcomes for 2016 Prep cohort.
	Year 4	<p>Building Teaching and Leadership Capacity</p> <ul style="list-style-type: none"> Implement revised performance and development process utilising SMART performance goals and EPS Effective Teaching Model Assessments 	<ul style="list-style-type: none"> Improvements against 2014 benchmarks on DEECD Staff Opinion Survey

		<ul style="list-style-type: none"> ▪ Continue to clarify, define and enable EPS Pedagogical Vision through professional learning, aligning success with vision and refining school structures to enable collaboration and peer-accountability ▪ Develop the capacity of Professional Learning Team leaders and Curriculum leaders to lead learning and teaching through contextualised professional learning <p>Early Learning and Development</p> <ul style="list-style-type: none"> ▪ Extend the work completed in previous years to other providers. ▪ Track the entry level of Prep students using English Online Interview, Maths Online Interview and School Entrant Health Questionnaire. 	<ul style="list-style-type: none"> ▪ Improved EOI, MOI outcomes for 2016 Prep cohort.
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