

Elwood Primary School 3942
Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Robert Csoti [date][name] [date][name] [date]
School council: Ralf Huempel [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
<ul style="list-style-type: none"> Parents, students and school staff should help shape the aspirations for children at Elwood PS. The direction of the school should reflect the school community. At Elwood PS we are committed to the educational, social and emotional development of young people and all members of the school community. Our focus is about the growth of the whole child and all aspects of their learning journey. We value a personalised curriculum that places the child at the centre of learning and teaching. We respect the experiences that the child and their family bring to the classroom. Involving the community in the school and the positive impact this has on learning, is a major focus. 	<ul style="list-style-type: none"> To implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers, who are creative and have a love of learning. To ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the values of resilience, respect, empathy, integrity and responsibility, and that they develop the lifelong skills to make friends and be happy. For our students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in and embrace the cultural diversity that makes up modern Australia. To engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle. 	<p>Elwood Primary School is an inner bayside school located in the City of Port Phillip and was established in 1917. The majority of students are drawn from nearby areas with the school enforcing a neighbourhood boundary in 2010. The school forms part of an education precinct including a Maternal Health, Childcare and Kindergarten Centre, Elwood Primary School and Elwood College. We have a heavily involved parent and local community who drive many aspects of the school. A challenge for the school will be to maintain this high level of involvement on a continual basis.</p> <p>The school population reflects the diverse range of socio-economic and cultural backgrounds. The school has grown from 551 in 2009 to 807 in 2017. The school population is expected to be relatively stable over the next 4 years. The Foundation enrolment has doubled since 2005 and is 135 in 2017. The student family occupation (SFO) index is low at 0.2113, and below the state average of 0.5126.</p> <p>The staffing profile is comprised of teachers with a range of teaching experience. We have over 70 staff with 35 classes and 7 specialist teachers in 2017. We have a leadership team of 10 with leaders in all areas of the school. A challenge for the school will be to continue to provide the high levels of support for all staff including induction as our staff changes and evolves and to maintain our school philosophy during this change.</p> <p>The school's programs reflect the focus on the foundations of learning as well as the wellbeing of students, and are designed to assist in developing skills for life-long learning. The values which form the basis of the school's actions are empathy, resilience, respect, integrity and responsibility. They also incorporate organisation, persistence, getting along and confidence, all of which aim to promote resilience in students. Professional learning is delivered through a teaching and learning coaching model for all teachers in literacy and numeracy. A developmental curriculum is implemented from Foundation to Year 6 with Years 3-6 having a major focus on Educational Research Projects. A challenge for the school will be to maintain high levels of achievement in the strategic plan period with a particular emphasis on writing.</p> <p>Specialist teaching areas include music and performing arts, visual arts, physical education and sport, library, ICT, reading intervention, literacy enhancement and Indonesian. A kitchen garden program is conducted with all students in Years 3 and 4.</p>	<p>Intent To further enhance and develop student voice in all aspects of the school as well as further develop the Whole School Assessment Schedule to enable teachers to identify point of need for students and for data to continually drive curriculum. The Whole School Assessment Schedule will assist teachers in the ongoing and relevant reporting to parents.</p> <p>Rationale Schools that have high levels of student voice foster high levels of school connectedness and improved learning outcomes. Comprehensive assessment and reporting programs allow for teacher to inform their teaching and improve student outcomes and accurate and timely reporting to parents</p> <p>Focus To further develop high levels of student voice across the school in all aspects of school life. To review and refine assessment and reporting processes so that they meet the needs of teachers, students and parents and that they timely and relevant.</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)
<p>Continue to build teacher capacity in the school philosophy and embed a model of continuous assessment and reporting to parents.</p>	<p><u>Excellence in Teaching and Learning</u></p> <p>Curriculum Planning and assessment.</p>	<ul style="list-style-type: none"> Review and build upon our current Whole School Assessment program that enables all teachers to use data collected as, of and for learning to plan effectively for all students' learning needs. Continue to further develop moderation and student goal setting in Literacy and Numeracy to assist students in personal growth with explicit teaching points. Continue to build teacher capacity to implement the school's agreed comprehensive writing, spelling and punctuation and grammar strategies and approaches. Continue to enhance the implementation of agreed strategies in Numeracy from planning through to teaching and learning. Review and develop reporting processes to parents that allow for ongoing and up to date forms of sharing student assessment Systematically visit the school's' values and philosophy with staff, parents and students 	<ul style="list-style-type: none"> All growth areas will be in the "above" and "well above" section of the Panorama Report to schools for schools for Like Schools according to NAPLAN To have an increasing amount of students "above" benchmark in Literacy and Numeracy according to teacher judgments. An increasingly positive response and score for all variables in the "About the Teachers at the School" section in the POS.
<p>Increase opportunities for higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking.</p>	<p><u>Positive Climate for learning</u></p> <p>Empowering students and Building School Pride</p>	<ul style="list-style-type: none"> Audit current opportunities for Student Voice at Elwood PS and consider ways in which student voice can be amplified in all initiatives within the Framework for Improving Student Outcomes. Explore, investigate and implement appropriate elements of "The VicSRC" with emphasis on "Teach the Teacher" to facilitate Student Voice best practice, including the role of the teacher Further develop Student Voice opportunities in cognitive engagement, deep thinking and self directed learning Further enhance opportunities for students to take a greater role in their involvement in school and decision making 	<ul style="list-style-type: none"> Using the Student Attitudes to School survey with a focus on Positive Climate for Learning and in particular Student Voice and Agency maintain positive responses at over 85% Maintain results above or well above similar schools in all NAPLAN areas demonstrated in the panorama report Teacher judgements against the Victorian Curriculum to be above or well above similar schools as demonstrated in the panorama report