

# ELLEN STIRLING PRIMARY SCHOOL

## School Strategic Plan 2012 - 2015



## **OUR STATEMENT OF PURPOSE:**

Within the spirit of excellence and mutual respect, Ellen Stirling Primary School is a safe and supportive environment with a clear focus on values, literacy and numeracy.

As they progress through the primary learning, all students are encouraged to reach their full potential as confident, independent and responsible contributors to society.

A sense of community and collaborative partnerships enhance our school's effectiveness.

The educational programs provided at ESPS are underpinned by the following documents and processes:

- School Education Act 1999;
- School Education Regulations 2000;
- Strategic Plan for WA Public Schools 2012 – 2015;
- Classroom First Strategy;
- Focus 2012 – Directions for Schools;
- The Australian Curriculum;
- Curriculum, Assessment & reporting Policy;
- Aboriginal Education Plan for Public Schools 2012 – 2014;
- Early Years Framework;
- K-10 Syllabuses;
- Curriculum Guides;
- ESPS Policies.

This 4 year strategic plan leads school operational and classroom planning and will be monitored and evaluated throughout the planning and review cycle.

## **ASSESSMENT**

Valid: Assessment should provide valid information on the actual ideas, processes, products and values expected of students.

Educative: Assessment should make a positive contribution to student learning.

Explicit: Assessment criteria should be explicit so that the basis for judgements is clear and public.

Fair: Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant of the outcome.

**OBJECTIVE 1. To Make Every Student a Successful Student.**

We want all of our students to leave school well prepared for their future, equipped to prosper economically, be happy and secure in themselves, and ready to contribute to their community.

FOCUS	STRATEGIES	TARGETS
<b>Literacy</b>		
<p>Developing students' knowledge, understanding and skills in Listening, Reading, Viewing, Speaking and Writing.</p>	<ul style="list-style-type: none"> <li>• Implement a National Curriculum focus;</li> <li>• Use NAPLAN, Literacy Net, Pre-Primary On Entry Data, AEDI Data, National Curriculum and other evidence based data to monitor progress; implement teaching and learning strategies and evaluate targets to improve student achievement;</li> <li>• Allocate time for Literacy Specialist to meet and collaborate with teaching staff to map and monitor progress of SAER students;</li> <li>• Provide structure and resources for teachers and support staff to research and explore contemporary practice (collaborative DOTT and Early School Close);</li> <li>• Develop and implement whole school operational plan for Literacy with detailed expectations for explicit teaching and common Year Level Tasks;</li> <li>• Link teachers implementation of the whole school plan for Literacy to performance management and accountability processes;</li> <li>• Link NAPLAN frameworks, Literacy Net checkpoints and National Curriculum to teaching and learning strategies in the classroom;</li> <li>• English Curriculum Committee plan, review and monitor progress of Literacy programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring to achieve NAPLAN school means in Literacy that will equal 'like school' means across Australia.</li> <li>• Aspiring to have students making moderate or better progress over the two year NAPLAN testing cycle in Literacy.</li> </ul>
<b>Numeracy</b>		
<p>Number and Algebra, Measurement and Geometry, and Statistics and Probability.</p> <p>The content is explored or developed using the proficiency strands of Understanding, Fluency, Problems Solving, and Reasoning.</p>	<ul style="list-style-type: none"> <li>• Implement a National Curriculum Focus;</li> <li>• Use NAPLAN, First Steps Diagnostic Tool, Pre-Primary On Entry Data, AEDI Data, National Curriculum and other evidence based data to monitor progress, implement teaching and learning strategies and evaluate targets to improve student achievement;</li> <li>• Allocate time for Numeracy Specialist to meet and collaborate with teaching staff to map and monitor progress of SAER students;</li> <li>• Provide structure and resources for teachers and support staff to research and explore contemporary practice;</li> <li>• Develop and implement whole school operational plan for Numeracy with detailed expectations for explicit teaching and common Year Level Tasks;</li> <li>• Link teachers implementation of the whole school plan for Numeracy to performance management and accountability processes;</li> <li>• Link NAPLAN frameworks, First Steps Diagnostic Tool checkpoints and National Curriculum To teaching and learning strategies in the classroom;</li> <li>• Numeracy Curriculum Committee plan, review and monitor progress of Numeracy programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring to achieve NAPLAN school means in Numeracy that will equal 'like school' means across Australia.</li> <li>• Aspiring to have students making moderate or better progress over the two year NAPLAN testing cycle in Numeracy.</li> </ul>

## **OBJECTIVE 2. To Have Sound Teaching in Every Classroom**

We want our teachers and school leaders to take a personalised approach to helping each student take the next step in their learning so they can work toward achieving their potential.

<b>FOCUS</b>	<b>STRATEGIES</b>	<b>TARGETS</b>
<ul style="list-style-type: none"><li>• Teachers to have high expectations of students in terms of both their leaning and their behaviour, and they help their students meet those expectations;</li><li>• Teachers to have high expectations of themselves and their own learning and have a thorough knowledge of curriculum content and skills. They inspire in their students a love of learning.</li><li>• Teachers personalise the learning of their students and use techniques that best serve their learning needs;</li><li>• Teachers to encourage students to take greater responsibility for their own learning and closely monitor each student's achievements.</li></ul>	<ul style="list-style-type: none"><li>• Early close on one day a week to enable teachers to meet collaboratively to plan, share practice, problem solve and moderate to ensure consistency of judgements between teachers;</li><li>• Encourage a differentiated learning approach to address learning differences and promote engagement in the learning process;</li><li>• Provide opportunities for distributed leadership and leadership roles across the school to implement whole school approaches to academic and social student programs;</li><li>• Promote staff to the wider community by recognizing and celebrating successes and professional achievements;</li><li>• Integrate a range of learning technologies into the curriculum to enhance the visual and auditory delivery of learning opportunities;</li><li>• Provide high level training and professional learning opportunities which highlight 'best practice';</li><li>• Support teachers through the 'Classroom First' strategy enabling more time to focus on explicit and intentional teaching;</li><li>• Use expertise within the teaching profession to provide continuous in class learning that includes mentoring, coaching and team teaching approaches;</li><li>• Staff to develop knowledge of and implement National Curriculum in the appropriate time frames;</li><li>• Teachers to use evidence based data to inform specific teaching and learning plans.</li></ul>	<ul style="list-style-type: none"><li>• Quality teaching demonstrated through achievement of agreed targets in specific learning areas;</li><li>• Performance Management and Accountability processes demonstrate staff commitment to collaborate with planning processes at school;</li><li>• Active Staff Aspirant Program – professional learning / modelling / practice.</li></ul>

**OBJECTIVE 3. To Ensure Every School is a Good School**

We want our school to provide a safe and welcoming environment with programs that challenge and engage students

FOCUS	STRATEGIES	TARGETS
<ul style="list-style-type: none"> <li>• The school to provide positive and supportive relationships between students, teachers and parents in a safe and caring environment.</li> <li>• The school strives to provide a physical and natural environment that optimises the health, well being and learning of all students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the core values of respect, care, equity, excellence and learning;</li> <li>• Reinforce and reward positive behaviour;</li> <li>• Promote positive and healthy lifestyles through participation in health and physical education activities;</li> <li>• Provide assistance and counselling for student well being (staff &amp; chaplain);</li> <li>• Constantly review Behaviour Management processes;</li> <li>• Provide academic and non-academic rewards recognising achievement and effort;</li> <li>• Maintain positive and proactive communication with the whole school community (Newsletter, Web Page, Facebook, Personal Letters);</li> <li>• The classrooms, school buildings and surroundings provide a safe environment conducive to optimal learning;</li> <li>• Constantly view risk management to improve health, well being and safety of our students and staff;</li> <li>• Provide like language / scaffolding / modelling of appropriate social and emotional strategies (You Can Do It Program);</li> <li>• Provide a wide scope of learning activities / opportunities such as gardening / worm farm / sustainable environments (solar panels).</li> </ul>	<ul style="list-style-type: none"> <li>• School surveys reflect positive satisfaction regarding safety and care in the school environment;</li> <li>• Maintain the acknowledgement of positive student behaviour and effort across the school;</li> <li>• Aspiring to implement more environmentally friendly and sustainable practices.</li> </ul>

**OBJECTIVE 4. To Provide Practical Support for Our Teachers**

We want our teachers and support staff to have access to the support they need so they approach their work with confidence, enthusiasm and commitment.

FOCUS	STRATEGIES	TARGETS
<ul style="list-style-type: none"> <li>• Quality teachers, school leaders and support staff are attracted and retained;</li> <li>• Quality professional learning opportunities are available for all staff;</li> <li>• Staff are well treated, well led and well respected;</li> <li>• Staff wellbeing is promoted by providing fair, effective and supportive working environments</li> </ul>	<ul style="list-style-type: none"> <li>• Attract and select staff who meet the vision, ethos and culture of the school;</li> <li>• Provide opportunities for personal growth and well being of staff;</li> <li>• Use expertise within the teaching profession to provide continuous, in- class learning that includes mentoring, coaching and team teaching approaches;</li> <li>• Provide professional learning opportunities which highlight best practice’;</li> <li>• ‘Classrooms First’ Strategy – focus on explicit and intentional teaching;</li> <li>• Promote staff to the wider community by recognising and celebrating successes and professional achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• PM and PL are explicitly linked to school priorities, School Ethos, classrooms First Strategy, Plan for Public Schools and Focus documents;</li> <li>• Some aspects and goals of PM are common to all staff e.g. improved literacy and numeracy performance of their students;</li> <li>• Performance management and accountability processes demonstrate staff commitment to collaborative planning processes to improve student outcomes;</li> <li>• Staff aspiring to Level 3 status and leadership roles within the school and the wider community;</li> <li>• Nominations for teacher and support staff awards.</li> </ul>

**OBJECTIVE 5. To Deliver Meaningful Accountability.**

We want our teachers to be accountable for the progress of students in their class, and our school to be accountable for its performance.

FOCUS	STRATEGIES	TARGETS
<ul style="list-style-type: none"> <li>The performance of the school is reviewed in terms of student achievement and the effectiveness of its operations;</li> <li>Performance Management processes improves the performance of teacher and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake more rigorous self assessments of the school’s performance and use the findings to inform school improvement strategies;</li> <li>Student reports reflect moderated professional judgements in each year level;</li> <li>Assist staff in analysing and using performance data to improve teaching practice and student performance;</li> <li>PM and PL to have explicit links to school priorities and school operational planning;</li> <li>Provide opportunities for collaborative planning and assessment;</li> <li>Ensure all teachers are familiar and comfortable with Literacy / Numeracy Net, First Steps Numeracy Diagnostic Tool;</li> <li>Ensure teachers access and use data from NAPLAN, First Cut, SAIS, PP On Entry Testing and AEDI checklists.</li> </ul>	<ul style="list-style-type: none"> <li>PM and PL to have explicit links to school priorities and school operational planning;</li> <li>Student performance data indicates results are within expected level;</li> <li>All staff actively engage in collaborative planning and teaching;</li> <li>All staff understand and are confident in using system data tools to plan for student improvement;</li> <li>Teachers are able to clearly demonstrate how their planning is linked to performance data, school strategic plan and operational plan.</li> </ul>

**OBJECTIVE 6. To Build Public Confidence in Our Schools**

We want our parents to trust our school with the education of their children, and for the wider community to regard our school as well managed and with the interests of students and their parents first.

FOCUS	STRATEGIES	TARGETS
<ul style="list-style-type: none"> <li>Strengthen links between school and home with effective communication;</li> <li>Strong links between the school and local organisations / committees;</li> <li>Foster a commitment within the public school cluster to seek innovative ways to maximise the sharing of resources for the enhancement of outcomes;</li> <li>Foster links with ECU to develop ongoing partnership programs with ESPS;</li> <li>Provide opportunities for parent education through the provision of parent workshops and distribution of information sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Diary – reduce the cost of the current diary;</li> <li>Mid year open classes – open night;</li> <li>Liaising / continuing support with City of Swan Council; Waste Wise Committee, School Gardens, Worm Farms etc.;</li> <li>Continue ongoing link with Department of Environment and Conservation and the Dieback Working Group;</li> <li>Professional Networking and links with local cluster schools;</li> <li>Principal and staff to speak to graduating 4<sup>th</sup> Year ECU student teachers;</li> <li>Promote and support mentoring of pre-service teachers;</li> <li>Continue to include in school newsletters, workshops that are offered to assist with parenting skills;</li> <li>Liaise with school nurse / Council Health workers, to offer PD days for parents on services and help available;</li> <li>Continue PALS (Partnership, Acceptance, Learning and Sharing) initiatives and Boordiya Kids program.</li> </ul>	<ul style="list-style-type: none"> <li>Positive comments and results from Parent and Student yearly surveys;</li> <li>Positive feedback to staff from the community;</li> <li>Positive news stories about the school’s successes in the local and state newspapers.</li> </ul>