



Exford Primary School



School Strategic Plan for Exford Primary School South-Western Victoria Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... <i>Lisa Campo</i> Name: Lisa Campo</p>	<p>(Principal's signature) Date..... <i>21 March 2013</i></p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Bonnie Lang</i> Name Bonnie Lang</p>	<p>(School Council President's signature) Date..... <i>21-03-2013</i></p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... Name.....</p>	<p>(Regional Director or nominee's signature) Date.....</p>

School Profile

Purpose	At Exford PS, students are supported to achieve their personal best academically, socially and emotionally. Students are encouraged to become courteous, self-managing, resilient and independent young people who have a sense of social responsibility and who are effectively prepared for life in an ever-changing world.
Values	<p>These values are at the core of the Exford community - for our students, staff and our parents and families. Our community works together to support our students to demonstrate these values in their daily interactions:</p> <p><i>Caring</i> - Caring means acting in a way that shows others that you care for them.</p> <p>When people practise being caring, they:</p> <ul style="list-style-type: none">• Act in a kind manner• Look after self and others• Act in a considerate and friendly manner <p><i>Honesty</i> - Honesty means acting in a trustworthy way so that you will <u>respect yourself</u> and be <u>respected by others</u>.</p> <p>When people practise honesty, they:</p> <ul style="list-style-type: none">• Do the right thing (integrity)• Can be counted on to do what they say they will do (trustworthy)• Won't take things they don't deserve (fairness and honour)• Say what they mean and mean what they say (sincere and truthful) <p><i>Team Work</i> - To demonstrate team work we:</p> <ul style="list-style-type: none">• <u>Listen carefully</u> to others and be sure we understand what they are saying• <u>Share</u> when we have something that others might like to have• <u>Take turns</u> when there is something that nobody wants to do, or when more than one person wants to do the same thing• <u>Compromise</u> when we have a serious conflict• <u>Show appreciation</u> to people for what they contribute• <u>Encourage people</u> to do their best• <u>Make people feel needed</u> by working together because it is a lot more fun• <u>Don't leave anyone out</u> because everybody has something to offer and nobody likes to feel left out

	<p>Respect - To earn respect we must show it to others.</p> <p>You can help others to respect you by:</p> <ul style="list-style-type: none"> • Being fair, honest, caring, empathic and co-operative • Treating all people with respect (students, staff and parents) • Supporting your friends • Not accepting or being involved in bullying behaviour - tell an adult if you see unacceptable behaviour <p>Personal Best - To always do the best that you can do - in your learning, your friendships, your manners and your behaviour.</p> <p>You must always strive to be the best you can be:</p> <ul style="list-style-type: none"> • Strive to do your best learning • Always treat others using your best manners and behaviour
<p>Environmental Context</p>	<p>Exford PS is a growing school; we currently have 265 students across 12 classes, with a total staff number of 28 staff (93 students at the start of our previous School Strategic Plan 2009-12). Our infrastructure has grown dramatically for the start of the 2013 school year, with 4 new classrooms and a Canteen building ready for Day 1; we anticipate the arrival of another Mod 5 building in the 2013 school year (and another to follow in 2014). We are working with DEECD in relation to our future enrolment capacity and potential enrolment ceiling applied.</p> <p>We currently have no local community infrastructure: from Exford, it is approximately 10-15 minutes into the High Street of Melton and at least 5 minutes to the closest primary school (Melton South PS). Some of our students come from the local rural area, including Exford, Eynesbury and Strathtulloch, with the majority of students travelling from Melton and surrounding estates. 100% of our students are driven to school, with many of our families prepared to travel 2 x 30 minute round-trips per day to bring their children to school; many of our families bypass at least one other government primary school. Many of our parents articulate that we are their school of choice for their children. We have applied for a Government provided School Bus service which will travel between the new Eynesbury Estate, Exford PS and on to Staughton College for both school runs.</p> <p>During the period of review, Exford’s philosophy and approach have really consolidated, with a clear sense of purpose. We focus on the whole child and get to know their learning needs - this is a whole school focus and each child is the responsibility of the whole staff (not just the classroom teacher). We strongly believe in the notion that it takes ‘a village to raise a child’.</p> <p>At Exford, we focus on the whole child: we provide for our children from an academic point of view, and also a social-emotional one. Our approach at EPS is to have the smallest teacher : student ratio we can afford.</p> <p>When we plan our school design each year, the small teacher : student ratio is the first building block of our organisation. Given the different sizes of our year level cohorts, the next step is to have the ability for teams of classes - this helps with sharing activities, teacher planning and resources. We use more of our Student Resource Package on the important teacher : student</p>

ratio, making us more dependent on fundraising to still be able to afford all the resources our children require - and our wonderful families support us in this way. We feel that we have the best of both worlds!

Our staff is a very professional and stable group who feel that their work is enhanced by the school approach; it is very satisfying professionally to be able to achieve what we do with our students. Our staff describe their ability to focus on children's learning individually and within the class group as being far greater due to having smaller class groups. We also place real value on the protective element of our whole staff sharing in the responsibility our children. We have a whole school focus on everyone demonstrating courteous manners and positive behaviour - our whole community values and support this with our students.

The 2013 school year marks our biggest single student cohort for many years, with 67 Prep students and 26 Year 1-6 students enrolling for the start of Term 1 (and 3 students due to transfer in from the start of Term 3). In 2010, our Year 6 cohort was only 5 students and all of them were girls, as compared with 2013 Year 6 cohort which has 20 students with an even gender balance. Mobility has become a factor to consider for us, with many students enrolling into Exford; a much smaller cohort leave Exford due to geographical relocations or enrolment into private schools when places become available.

At this point, 54% of our students are within the Prep - Year 2 year levels of the school. As over the past few years, many of our Prep children have been the eldest child in our families new to the school, we have also experienced a dramatic increase in the number of families within our school community and an important emphasis has been on inducting and welcoming our new students, families and staff into the Exford PS Community. At the point of writing our new School Strategic Plan, our 2013 enrolment is 265 students, with a Prep cohort of 67 students.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ol style="list-style-type: none"> 1. To improve student outcomes in Literacy and Numeracy. 2. To stimulate higher order thinking in support of improved student learning outcomes across the curriculum, but particularly in Mathematics and Science. 	<ul style="list-style-type: none"> • Aggregated Prep to Year 6 data demonstrate 30% of students achieve an A or B assessment in Reading, Writing, Speaking and Listening, Number, Measurement, Chance and Data and Working Mathematically (Years 3-6) by 2016. • 90% of all students demonstrate individual growth of 1.0 VELs (2.0 AusVELs) levels over Years 2 to 4 and 4 to 6 in the teacher assessed Mathematics and English domains. • Student Attitudes To School Survey data for <i>Learning Confidence</i> (2011 - 3.95 and 2012 - 4.07) to demonstrate improvement to a mean of 4.2 by 2016. • Staff opinion survey data to show improvement in these areas: <ul style="list-style-type: none"> ○ <i>Curriculum Processes</i> to demonstrate improvement to a mean of 82 by 2016 (2011 - 70.2 - no 2012 data available). ○ <i>Teacher Confidence</i> to increase to a mean of 88 by 2016 (2011 - 85.7 - no 2012 data available). ○ <i>Quality Teaching</i> to increase to a mean of 85 by 2016 (2011 - 82.1 - no 2012 data available). 	<ul style="list-style-type: none"> • Further develop the school based leadership structures that support teaching and learning. • Strengthen the focus on value adding for all students Prep to Year 6 • Initiate a whole school plan to achieve an enhanced focus on Higher Order Thinking in learning activities.

<p>Student Engagement and Wellbeing</p>	<p>1. To improve student and family engagement throughout Prep to Year 6 as the school community continues to grow.</p>	<ul style="list-style-type: none"> • Parent opinion data demonstrate improvement by 2016. <ul style="list-style-type: none"> ◦ <i>School Connectedness</i> to 5.95 (2011 - 5.85 and 2012 - 6.11) • Students ATS survey data demonstrates improvement by 2016. <ul style="list-style-type: none"> ◦ <i>Connectedness to Peers</i> to 4.4 (2011 - 4.16 and 2012 - 4.43) • Staff opinion data demonstrate improvement by 2016. <ul style="list-style-type: none"> ◦ <i>Engaging Practice</i> to 82 (2011 - 78 and 2012 - no data available) ◦ <i>Quality Teaching</i> to 85 (2011 - 82.1 and 2012 - no data available) • Aggregate student absence data is maintained at a mean of 13.5 days absent or less, with no year level mean to be in excess of 16.0 days absence. (2011 - average - 13.1 days) <p>Organisational Health.</p> <ul style="list-style-type: none"> • Staff opinion data demonstrate improvement by 2016. <ul style="list-style-type: none"> ◦ <i>Professional Interaction</i> to 80 (2011 - 71.6 and 2012 - no data available) ◦ <i>Ownership</i> to 83 (2011 - 80 and 2012 - no data available) 	<ul style="list-style-type: none"> • Strengthen orientation processes for families and ongoing opportunities for family involvement. • Build on the excellent school activities that support student engagement at all grade levels. • Strengthen orientation and induction processes for new staff, and for staff taking on new roles.
<p>Student Pathways and Transitions</p>	<p>1. To improve student transition throughout the school.</p>	<ul style="list-style-type: none"> • Parent opinion data demonstrate improvement by 2016. <ul style="list-style-type: none"> ◦ <i>Transitions</i> to 6.00 (2011 - 5.92 and 2012 - 6.17) <p>School-based opinion survey:</p> <ul style="list-style-type: none"> • 90% of Prep student families surveyed demonstrate 	<ul style="list-style-type: none"> • Document consolidated school policy and procedures that support successful student transition programs throughout the school. • Seek feedback from Prep parents regarding the Prep entry transition program.

		Level 4 or 5 satisfaction with their transition into Prep on a 1-5 scale.	
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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	<ul style="list-style-type: none"> Further develop the school based leadership structures that support teaching and learning. 	Year 1	<ul style="list-style-type: none"> Create formal leadership profile and practices - Assistant Principal and leaders in Literacy, Numeracy and eLearning Develop Curriculum focus groups 	<ul style="list-style-type: none"> Documented role descriptions and practices for school leaders Improved clarity around staff roles and responsibilities
		Year 2	<ul style="list-style-type: none"> Building on leadership capacity Leadership opportunities for other staff 	<ul style="list-style-type: none"> Staff opportunities for Leadership PL (internal and external) Emerging Leaders Network PL - target staff
		Year 3	<ul style="list-style-type: none"> Review leadership profile practices 	<ul style="list-style-type: none"> Leadership profile and PL opportunities reviewed and adapted and responds to school needs
		Year 4	<ul style="list-style-type: none"> Implement any recommendations for our Leadership practices 	<ul style="list-style-type: none"> Established new / revised practices
	<ul style="list-style-type: none"> Strengthen the focus on value adding for all students Prep to Year 6 	Year 1	<ul style="list-style-type: none"> Ongoing coaching of classroom teachers in English, Mathematics and eLearning <ul style="list-style-type: none"> Teachers to complete a pre and post self-appraisal instrument to reflect on their practice in relation to coaching support Refine practice of regular use of achievement data in teaching teams to drive teacher planning and moderation Refine Student Learning Continuum concept 	<ul style="list-style-type: none"> Growth in teacher confidence <ul style="list-style-type: none"> Staff demonstrating use of teaching strategies gained from coaching <ul style="list-style-type: none"> Teacher self-appraisal instrument to reflect 80% growth Each team planning session has a link to student performance data Teachers use SLC documents as part of their ongoing PLT discussions Align use of Consultants and School Based Coaches in Literacy and Numeracy with teacher needs Growth in Staff Opinion Survey: <ul style="list-style-type: none"> <i>Metacognition</i> - to 85 (2011 - 83.9 and 2012 - no data available) <i>Engaging Practice</i> - to 82 (2011 - 78 and 2012 - no data available)
		Year 2	<ul style="list-style-type: none"> Professional Learning Teams focus further on improved teacher assessment practices and clear understanding of AusVELS 	<ul style="list-style-type: none"> All teachers use AusVELS as the basis for assessments Each team planning session has a link to student performance data Reporting via AusVELS Student achievement data reflects achievement targets as identified

		Year 3	<ul style="list-style-type: none"> PLT discussions linked to Student Learning Continuums is an established practice 	<ul style="list-style-type: none"> Teachers use Student Learning Continuum documents as part of their ongoing PLT discussions
		Year 4	<ul style="list-style-type: none"> Review Student Learning Continuums practice 	<ul style="list-style-type: none"> Revised Student Learning Continuums practices in place and prepared for following year
	<ul style="list-style-type: none"> Initiate a whole school plan to achieve an enhanced focus on Higher Order Thinking in learning activities. 	Year 1	<ul style="list-style-type: none"> Implement the e5 Instructional Model and use as a basis for teaching and learning approaches Building teacher knowledge of AusVELS curriculum 	<ul style="list-style-type: none"> E5 Instructional Model with an emphasis on engagement and evaluation Greater focus on curriculum design using Higher Order Thinking Integrated Curriculum units reflect improved curriculum design Assessment practices linked to AusVELS curriculum
		Year 2	<ul style="list-style-type: none"> Further professional learning on the e5 Instructional Model 	<ul style="list-style-type: none"> All teachers using e5 in their daily teaching practice with an emphasis on elaborate and explain
		Year 3	<ul style="list-style-type: none"> E5 is an established practice within the school 	<ul style="list-style-type: none"> All staff using e5 in their daily teaching practice with an emphasis on explore
		Year 4	<ul style="list-style-type: none"> Review teaching and learning practices (e5 Instructional Model) 	<ul style="list-style-type: none"> Established new / revised teaching practices

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)	
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Strengthen transition processes for families and ongoing opportunities for family involvement. 	Year 1	<ul style="list-style-type: none"> Start of each year 'Welcome to Exford' Family night to be held in February Set up a Family Interaction Program (e.g. English, Mathematics, Science evenings etc) Invite families to at least 2 family picnic opportunities during the year (e.g. linked to Sports Day, Open classroom activity etc) Involvement opportunities - Classroom Helper training and then Classroom Helpers program 	<ul style="list-style-type: none"> All new and existing families invited to attend Family night 50 % of families attend family evenings
		Year 2	<ul style="list-style-type: none"> Survey families about existing opportunities for involvement Survey parents - special skills that could be used (e.g. parent artists, gardeners etc) Implement activities which welcome and invite new families to the school and also includes existing families 	<ul style="list-style-type: none"> Review our family involvement activities in the light of parent survey and level of involvement
		Year 3	<ul style="list-style-type: none"> Implement activities which welcome and invite new families to the school and also includes existing families Review the success of past family activities Develop directory of family activities to ensure broad range 	<ul style="list-style-type: none"> Review our family involvement activities in the light of parent survey and level of involvement
		Year 4	<ul style="list-style-type: none"> Implement activities which welcome and invite new families to the school and also includes existing families 	<ul style="list-style-type: none"> Review our family involvement activities in the light of parent survey and level of involvement
	<ul style="list-style-type: none"> Build on the excellent school activities that support student engagement at all grade levels. 	Year 1	<ul style="list-style-type: none"> Set up a formal Buddy program between classes Review our student activity program (e.g. excursions, incursions, activity days / evenings, Camps etc) Extra-curriculum activities made available for lunch time Clubs (e.g. Chess, Crafts, Gardening etc) 	<ul style="list-style-type: none"> Greater interaction between students at different levels of the school Regular between class activities and impact on student connectedness Students have a range of activities to choose from at lunchtimes
		Year 2	<ul style="list-style-type: none"> Buddy Program and extra-curriculum activities reviewed and continued in light of 2014 school structure 	<ul style="list-style-type: none"> Regular between class activities and impact on student connectedness Reflect on survey data - Staff, Parent and Student Attitudes to School Survey data
		Year 3	<ul style="list-style-type: none"> Buddy Program and extra-curriculum activities reviewed and continued in light of 2015 school structure 	<ul style="list-style-type: none"> Regular between class activities and impact on student connectedness Reflect on survey data - Staff, Parent and Student Attitudes to School Survey data

		Year 4	<ul style="list-style-type: none"> ▪ Buddy Program and extra-curriculum activities reviewed and continued ▪ Recommendations based on size and composition of student dynamics developed as part of School Self Evaluation process 	<ul style="list-style-type: none"> ▪ Regular between class activities and impact on student connectedness ▪ Reflect on survey data - Staff, Parent and Student Attitudes to School Survey data
<ul style="list-style-type: none"> • Strengthen transition and induction processes for new staff, and for staff taking on new roles. 		Year 1	<ul style="list-style-type: none"> ▪ Provide formal Induction for all new staff and then match new staff to a staff Buddy ▪ School website - staff section ▪ Role and responsibility descriptions developed 	<ul style="list-style-type: none"> ▪ Staff feedback - anecdotally and through Staff Opinion Survey data ▪ Implement any revised Induction practices
		Year 2	<ul style="list-style-type: none"> ▪ Provide formal Induction for all new staff and then match new staff to a staff Buddy ▪ Develop Induction Co-ordinator role to oversee the induction of new staff 	<ul style="list-style-type: none"> ▪ Staff feedback - anecdotally and through Staff Opinion Survey data ▪ Induction Co-ordinator role reflected on
		Year 3	<ul style="list-style-type: none"> ▪ Provide formal Induction for all new staff and then match new staff to a staff Buddy ▪ Reflect on induction processes in light of school needs 	<ul style="list-style-type: none"> ▪ Staff feedback - anecdotally and through Staff Opinion Survey data
		Year 4	<ul style="list-style-type: none"> ▪ Provide formal Induction for all new staff and then match new staff to a staff Buddy ▪ Revise induction practices for following SSP period as part of School Self Evaluation process 	<ul style="list-style-type: none"> ▪ Staff feedback - anecdotally and through Staff Opinion Survey data

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)	
Student Pathways and Transitions	<ul style="list-style-type: none"> Document consolidated school policy and procedures that support successful student transition programs throughout the school. 	Year 1	<ul style="list-style-type: none"> Develop an EPS Transition document <ul style="list-style-type: none"> Kinder to Prep / Year 6 to Year 7 New children throughout the year Seek feedback from Prep parents regarding the Prep entry transition program. 	<ul style="list-style-type: none"> Data from school designed Prep parent school survey Transition data from Parent Opinion Survey to meet identified targets Handover practices - teachers 'hand over' information about student learning each year
		Year 2	<ul style="list-style-type: none"> Develop and trial EPS 'Welcoming Practices' across all year levels for students who begin throughout the school year Implement 'Start Up' program - best practice across our classrooms Links to local secondary colleges - Staughton College and Melton SC <ul style="list-style-type: none"> Visits for students Year 3-6 Liaise with Student Support Services staff - student cognitive and language assessments (where required) 	<ul style="list-style-type: none"> Successful 'Start Up' program in place - all classes use common language and practices in developing their class culture within the school culture Classroom teacher to set up Buddy for new students Classroom teacher to assess students' learning needs and add the student to the Class Student Learning Continuum Cross-year level programs have supported links between year levels
		Year 3	<ul style="list-style-type: none"> Review and implement any required changes to new student 'Welcoming Practices' Review strengths of the 'Start Up' program 	<ul style="list-style-type: none"> Class groups developed each year to take advantage of best social groupings / arrangements for students Recommendations in place for next year's 'Start Up' program
		Year 4	<ul style="list-style-type: none"> Review and implement any required changes to new student 'Welcoming Practices' 	<ul style="list-style-type: none"> Class groups developed each year to take advantage of best social groupings / arrangements for students Recommendations in place for next year's 'Start Up' program