



Coatesville PS

South East Victoria Region

School Strategic Plan (2014 – 2017)

Endorsement by School Principal	Signed : : <u>Ms Louise Pearce</u>  Date: 30/04/2014
Endorsement by School Council	Signed: <u>Mrs Deirdre Gruiters</u>  Date: 30/04/2014
The <i>Education Training and Reform Act 2006</i> section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The School Council President therefore must sign the plan.	

School Profile

<p>Purpose – Vision Statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p style="text-align: center;">COATESVILLE PRIMARY SCHOOL - PURPOSE STATEMENT</p> <p style="text-align: center;"><i>To nurture the educational journey of all within the school community, so that we “aspire higher,” through an engaging and relevant, inquiry-based curriculum, that empowers us to be internationally minded, life long learners.</i></p> <p>Coatesville Primary School, located in Mackie Road, Bentleigh East, is an authorised International Baccalaureate – Primary Years Programme (IB-PYP) World School. Teaching and learning is centred upon an ‘inquiry approach,’ in line with IB-PYP principles and we follow the Victorian Department of Education and Early Childhood Development (DEECD) guidelines. Each year, the school allocates students to a Grade with a home teacher. Teachers work collaboratively in teams to plan, implement and assess student progress. Specialist programs are provided for Performing Arts, Visual Art, PE-Sport and LOTE-French. Teachers deliver a wide range of structured, guided and open-ended activities which are relevant, engaging, significant and challenging in nature from Prep to Grade 6. Our school community shares a common vision to develop student knowledge, skills and attitudes which will guide all students towards being caring, active citizens who contribute to making the world a better place.</p>
<p>Values</p>	<p>Whole School Values underpin the actions of students, staff and our parent community.</p> <p style="text-align: center;">WHOLE SCHOOL VALUES</p> <p style="text-align: center;"><i>Achievement Cooperation Harmony Respect Responsibility</i></p> <p style="text-align: center;">GRADE ESSENTIAL AGREEMENT</p> <p style="text-align: center;"><i>A set of shared, agreed actions that students will display to demonstrate the Whole School Values.</i></p> <p style="text-align: center;">STAFF ESSENTIAL AGREEMENT</p> <p style="text-align: center;"><i>A set of shared, agreed actions that staff will display to demonstrate the Whole School Values.</i></p>

Environmental Context

The majority of students at Coatesville are Australian born, however, an increased percentage of students come from a background where English is spoken as a second language. Languages spoken at home include, Hebrew, Greek, Russian, Arabic, Hindi, Vietnamese, Cantonese, Mandarin and Indian. In recent years, a significant level of growth in our student population resulted in a 'Neighbourhood Boundary' being established in late 2012. Students are encouraged to walk or ride a bike to school.


The development of high levels of confidence and competence in Literacy and Numeracy is a whole school priority. Our commitment to the development of the 'whole child' is evidenced through the provision of specialist teachers in the areas of Art, Music, Physical Education/Sport, Environmental Science and LOTE-French, where the talents and interests of students are nurtured.

Student Leadership opportunities prevail across the school, including the Student Representative Council, Class Buddies and House Captains. All students are developing a sense of what it means to be internationally minded citizens. Through the IB-PYP framework, students engage in learning that opens their minds to differing perspectives about the world in which they live. A rich and protected, online learning environment enhances possibilities for students from Prep to Grade 6 to connect locally, nationally and globally.

At Coatesville, teachers plan, implement and assess student progress collaboratively. Grade teaching teams have a collective responsibility to monitor student progress on a weekly basis. The regular collection, collation and analysis of data is conducted individually and then shared within and across teams to ensure consistency of judgement when teachers formally report to parents at mid-year and at the end of the year. A rich, staff professional learning culture is evident. Teachers develop their knowledge and skills through reflection, sharing best practice, visiting other schools and action-based research. Student responsibility for and ownership of their learning is an ongoing objective which is evidenced through Prep to Grade 6 student-led conferences, the Grade 6 PYP Exhibition and 'Action' resulting from Units of Inquiry.

Coatesville Primary School undertook two formal School Reviews in Semester 2, 2013. These reviews involved two *School Self Evaluation* processes prior to external reviewers from the IBO (in July) and DEECD (in November) visiting our school. A wealth of evidence was discussed with parents, students, staff and peer principals.

A summary of the findings made by the external reviewers include:-

-  The contributions made were universally positive about the school, its vision, welcoming environment and supportive culture and its achievements.

- ✚ The school's vision is expressed through the school motto of 'ASPIRE HIGHER,' embodying high expectations for students and other members of the school community.
- ✚ A coherent set of evidence-based strategies designed to achieve improved student outcomes is in place.
- ✚ Key strategies implemented during the review period included gaining accreditation as an IB-PYP world school, development of a new distributed leadership structure that has a clear instructional improvement role and the effective use of teacher teams. Consistent approaches to teaching and learning in the areas of literacy, numeracy and inquiry learning have been developed, resulting in a shared common language across the school.
- ✚ Professional learning has resulted in increased teacher capacity to use data to inform differentiated approaches to teaching and learning. These strategies have been effective and backed up by targeted resource allocation decisions.
- ✚ A very positive school culture and environment is characterised by high expectations and high levels of relational trust. These positive relationships were seen as a key factors contributing to the look, feel and very good outcomes of the school. All staff members and leadership are congratulated on their respective roles and contributions to the improvements that have been achieved.

What parents say about our school:-

- *Coatesville PS recognises the importance of the school/home relationship and has implemented many strategies to ensure clear communication with parents; an initial information night to provide opportunities to meet the teachers and gain an understanding of year level expectations, specific curriculum information sessions, year level curriculum planners for parents for each Unit of Inquiry and a weekly newsletter, 'The Communicator'.*
- *The strength of the school's commitment to communication with parents is evidenced by the increasing numbers of parents willing to be involved in School Council and its Sub-committees.*
- *There is acceptance and celebration that the school community is made up of many different cultures, ethnicities, demographics and socio-economic groups and that we can all learn from each other and contribute to the world as global citizens.*
- *The School Values are entrenched in the culture of the school – the children demonstrate these Values at an almost unconscious level creating a harmonious and inclusive environment which is optimal for learning.*
- *The PYP enables teachers to provide lessons to children that are appropriate to their needs by offering not only the appropriate depth of material but also the breadth which enables the child to explore, or inquire, into a topic as deeply and as widely as they are capable of doing.*

- *State of the art learning environment that encourages collaboration, sharing of ideas and communication across classes and grades*
- *A well rounded learning journey for all children, ie. general curriculum, LOTE, music/performing arts as well as a very active sports program – allowing children to experience/succeed on many different levels.*
- *An active parent/local community that supports the children and the school to be all it can be via structured annual fundraising activities; bi-annual school carnival; bi-annual whole school performance.*
- *A dedicated and active School Council that provides sound governance, strategic purpose and an open-mindedness to finding new ways to deliver a comprehensive learning journey for all children.*
- *The overwhelming feature of Coatesville is the way students of all ages and backgrounds bond together and look out for each other. I have seen many examples of the older children going out of their way to look after the younger ones and ensure they are looked after. What is most pleasing to me is that as my own children get older, they are starting to exhibit the same behaviours that have been so effectively modelled to them in the past. This sense of social responsibility is, to me, the one factor which makes Coatesville a truly unique and special place for children to learn.*
- *The junior and senior learning centres are a great example of progressive, flexible learning environments, enabling students to move easily between individual, group, class and year level teaching/learning situations in an open, modern and environmentally conscious setting.*
- *The shared learning areas that connect classrooms in all year levels, provide opportunity for children to move out of the traditional single classroom-teacher environment and share learning experiences with teachers and students from other classes. There is a real sense of a “teaching team” across a year level, where the teachers know every child and their individual needs.*
- *Parental involvement is strongly encouraged to support children’s learning and further build on the sense of community. Active participation (classroom friends, parent/carer reading sessions, PYP, school council and sub-committees) and organised events (father’s day sleep out, mother’s day classroom activities, working bees, trivia night, carnival and fund raisers) ensure the broader Coatesville Primary community continues to strengthen.*
- *The range of cultural backgrounds provides great diversity for the children at Coatesville. The mix enables an authentic learning environment for different festivals, traditions and ways of life outside the traditional Anglo-Saxon Australian experience.*

Strategic Intent

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its goals and targets over that period.

	Goals	Targets	Key Improvement Strategies
Achievement	<p>1. Improve student learning outcomes in English from Prep to Grade 6</p> <p>2. Improve student learning outcomes in Mathematics from Prep to Grade 6</p>	<ul style="list-style-type: none"> ○ Increase percentage of students achieving an A or B (>6 months ahead) in Reading and Viewing to 60% ○ Increase percentage of students achieving an A or B (>6 months ahead) in Speaking and Listening to 55% ○ Increase percentage of students achieving an A or B (>6 months ahead) in Writing to 50% ○ Increase percentage of students achieving 6 months or more ahead in Mathematics to 50% 	<ul style="list-style-type: none"> • Document a developmental continuum in Reading and Writing. • Ensure authentic links between the IB- Programme of Inquiry and English are evidenced in planning and instruction. • Develop Prep-Grade 6 digital assessment tracking tool/s for English. • Review and update Prep to Grade 6, English Assessment Schedule • Review and update the Prep to Grade 6, Mathematics Assessment Schedule. • Develop Prep-Grade 6 digital assessment tracking tool/s for Mathematics. • Strengthen transdisciplinary learning in Mathematics through ‘real world’ and hands-on activities. • Deepen teacher understanding of Mathematics through the core resource, <i>Teaching of Mathematics</i>, by George Booker.

	<p>3. Equip Coatesville students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world.</p>	<p>Annual review and modification of the IB Programme of Inquiry to meet student needs and abilities to meet AusVELS student progression points.</p>	<ul style="list-style-type: none"> • Documentation, planning and approaches to Mathematics lessons are consistent from Prep to Grade 6. • The annual IB Programme of Inquiry is aligned with AusVELS expectations. • The IB Programme of Inquiry supports and promotes the three Cross Curricular priorities (Sustainability, Engagement with Asia and Aboriginal and Torres Strait Islander connections)
<p>Engagement</p>	<p>1. Improve student engagement and confidence in learning.</p>	<ul style="list-style-type: none"> ○ By 2016, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships. 	<ul style="list-style-type: none"> • To develop and administer more comprehensive data collection methods to obtain more detailed information on student engagement across the school. • Use formative and summative data and inclusive teaching strategies to ensure students are working at point of need at all times. • Continue staff professional learning related to ‘differentiation’ and ‘personalisation’ of learning. • Use data and student feedback sources to shape planning and allow for greater student voice and choice. • Broaden student leadership and opportunities for Action from Prep to Grade 6.

	<p>2. Prepare each student socially, emotionally and academically for the next stage of his or her learning.</p>	<ul style="list-style-type: none"> ○ Parent opinion survey data on Transitions will improve by at least 25%. 	<ul style="list-style-type: none"> ● Refine Transitions program and effectively market program to the parent community through a change of name and regular updates via the school's website and newsletter.
<p>Wellbeing</p>	<p>1. To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others</p>	<ul style="list-style-type: none"> ○ By 2016, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships. 	<ul style="list-style-type: none"> ● Achieve 'eSmart School' accreditation, incorporating the principles of academic honesty as outlined by the IBO. ● Update Student Wellbeing and Engagement Policy and the Positive Behaviours Model. ● Document the 5 Days of Quality Program and inform the community of its aim and how parents can be involved in the process. ● Develop a Mother Tongue policy and an Action Plan to increase cultural inclusivity across the school to promote International Mindedness.

<p>Productivity</p>	<p>1. To further improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students.</p>	<ul style="list-style-type: none"> • Ensure that the Workforce Plan reflects school growth. • Staff Opinion survey will show high levels of job satisfaction. 	<ul style="list-style-type: none"> • Review school staff profile to cater for future growth and curriculum priorities. • Implement the school Master Plan allocation of \$7.8mil as per the State budget May 2014. • Ensure staff professional learning budget is funded adequately to continue to improve student learning outcomes. • Ensure continued commitment to the IB-PYP (human, financial, time, space and materials). • Strengthen and seek new educational partnerships with families and the wider community.
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