

## Essendon North Primary School Strategic Plan (2015 to 2018)

<p><b>Purpose</b></p> <p>The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.</p> <p><b>Regulatory context</b></p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<b>Purpose</b>	<p><b>Drafting note:</b> strategic planning needs to be anchored in the school's fundamental reason for existence – its purpose. A school's statement of purpose answers the basic questions: <i>what are we here for?</i> Statements of purpose are shared and owned by the school community, are appropriate to the needs and expectations of the community, and are easily understood by the whole school community.</p>
	<p>At Essendon North Primary School, our vision is to be <i>'Global learners and leaders, exceeding expectations.'</i> Our mission is <i>'to maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.'</i> At ENPS, we are <i>Brave, Bold, Connected.</i></p> <p>Essendon North Primary School pursues excellence and aims to continuously improve the quality of education for every student in every classroom. We strive to develop internationally minded, globally competent learners by having a strong sense of self, and an awareness and acceptance of international diversity. We encourage every member of our school community to be compassionate global citizens and active life long learners.</p> <p>This year, our school received membership to the Council of International Schools (CIS) and has become a candidate school to offer the International Baccalaureate Primary Years Programme (IB PYP). The school is now pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.</p>
<b>Values</b>	<p><b>Drafting note:</b> Values are those things that are most important to a school and its community. Values describe the principles and expectations that guide the school and provide a reference point for decisions and actions. Values shape the way people interact and work together by creating shared expectations and behavioral norms.</p>
	<p>Forming the foundation of our Guiding Statements at Essendon North Primary School are four underlying Guiding Principles:</p> <ul style="list-style-type: none"> <li>• Academic Excellence</li> <li>• Inclusive Learning Environment</li> <li>• Personal and Social Wellbeing</li> <li>• Critical Engagement with the World</li> </ul> <p>The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.</p> <p><u>IB learners strive to be:</u></p> <ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Thinkers</li> <li>• Communicators</li> <li>• Principled</li> </ul>

	<ul style="list-style-type: none"> <li>• Open Minded</li> <li>• Caring</li> <li>• Risk Takers</li> <li>• Balanced</li> <li>• Reflective</li> </ul> <p>In 2016, Essendon North Primary School will undertake the IB PYP Authorisation visit, to become an Authorised World School</p>
<b>Environmental Context</b>	<p><b>Drafting note:</b> Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school's environmental context answers the question: <i>What are the influences that will impact on our school and the achievement of our goals into the future?</i></p> <p>In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.</p>
	<p>The Essendon North Primary School community is proud of our school's rich history and long-standing achievements both within Australia and internationally. In 1996, the school was selected as a Navigator School, a Self-Governing School in 1999 and was selected as a Macromedia E-Learning Consortium School in 2001. It was also an Apple Distinguished School (2003-2006), and during 2001, it was inducted into the hall of fame of the Smithsonian Institute in the United States of America (USA). In 2005, the school was selected to be a CELL (Creating e-Learning Leaders) school by the Victorian Department of Education and Early Childhood Development (DEECD), and was a participating school in NAVCON (The Navigator Consortium).</p> <p>The ENPS community is involved in the life of the school, and shares a commitment to being global learners and leaders in education. The School Council and the Executive Team form a partnership in providing a unified purpose and direction for achieving a high quality education for every child. Parent interaction and participation in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events. A broad range of interest groups and activities provides learning and enjoyment for students, staff and parents alike.</p> <p>The school was officially opened on September 9<sup>th</sup>, 1920 and is located on Keilor Road in the suburb of North Essendon. The school is approximately 12 km north-west from Melbourne's Central Business District and our Local Government area is the City of Moonee Valley. The school has a Student Occupation Index of 0.37 and a LBOTE proportion of 0.13. The school has a current enrolment number of 565 students and has twenty-six grades from foundation to year six. It is anticipated that enrolments will gradually increase over the next four years.</p>
<b>Service Standards</b>	<p><b>Drafting note:</b> In accordance with the school's purpose and values, this section provides an opportunity to clearly articulate to the community what standards of service the school will hold itself to. Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.</p>
	<p>At Essendon North Primary School, we are currently in the process of the accreditation phase of the Council of International Schools (CIS). The CIS provides us with a framework for continuous, high quality school improvement standards. These standards incorporate all stakeholders of our ENPS community.</p> <p>The seven sections for CIS school improvement at international standards are:</p> <ul style="list-style-type: none"> <li>• Guiding Statements</li> <li>• Teaching and Learning</li> </ul>

- Leadership and Governance
- Faculty and Support Staff
- Access to Learning
- School Culture and Partnerships for Learning
- Operational Systems

In 2015, Essendon North Primary School will undertake the CIS Accreditation visit

## Strategic Directions

**Purpose:** A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets. Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

### Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p><i>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</i></p>	<p>To maximise the potential of all through academic excellence.</p> <p><u>Strategic congruence with:</u></p> <ul style="list-style-type: none"> <li><a href="#">ENPS Guiding Statements - Guiding Principle of Academic Excellence</a></li> <li><a href="#">CIS Section B: Teaching and Learning</a></li> <li><a href="#">IB-PYP Essential Elements</a></li> </ul>	<p><b>READING</b></p> <p><b>AusVELS Teacher Judgements</b></p> <ul style="list-style-type: none"> <li>Year One: 50% of students at or above AusVELS level 1.5</li> <li>Year Three: 50% of students at or above AusVELS level 3.5</li> <li>Year Five: 50% of students at or above AusVELS level 5.5</li> </ul> <p><b>Naplan</b></p> <p>Year Three to Year Five (Growth Analysis)</p> <ul style="list-style-type: none"> <li>Value added to be above the State Average growth</li> </ul> <p><b>WRITING</b></p>	<p>1.) To develop a whole school, consistently applied guaranteed and viable curriculum that reflects the schools guiding statements:</p> <ul style="list-style-type: none"> <li>for all students</li> <li>for all year levels</li> <li>incorporating all domains</li> <li>including specialists program</li> <li>including intercultural awareness</li> </ul> <p>that is documented through the Programme of Inquiry (POI).</p> <p>2.) To embed agreed whole school, consistently applied quality learning and</p>

<p>students' co-curricular achievements.</p>		<p><b>AusVELS Teacher Judgements</b></p> <ul style="list-style-type: none"> <li>Year One: 90% of students at or above AusVELS level 1</li> <li>Year Three: 90% of students at or above AusVELS level 3</li> <li>Year Five: 90% of students at or above AusVELS level 5</li> </ul> <p><b>Naplan</b> Year Three to Year Five (Growth Analysis)</p> <ul style="list-style-type: none"> <li>Maintain value added growth above the State Average</li> </ul> <p><b>NUMERACY</b> <b>(Number, M&amp;G, S&amp;P)</b></p> <p><b>AusVELS Teacher Judgements</b></p> <ul style="list-style-type: none"> <li>Year One: 50% of students at or above AusVELS level 1.5</li> <li>Year Three: 50% of students at or above AusVELS level 3.5</li> <li>Year Five: 50% of students at or above AusVELS level 5.5</li> </ul> <p><b>Naplan</b> Year Three to Year Five (Growth Analysis)</p> <ul style="list-style-type: none"> <li>Value added to be above the State Average growth</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li><i>Guaranteed and Viable Curriculum (School Climate)</i> to be above the 67<sup>th</sup> percentile</li> </ul> <p><b>IMPACT OF POI</b> 90% of students at or above level across Curriculum Domains (Teacher Judgements for English, Mathematics, Science, Humanities, The Arts, Health &amp; PE, Mandarin)</p>	<p>teaching methodologies and practices</p> <p>3.) To refine our whole school assessment strategies and develop contemporary reporting practices</p>
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		Tracking 2015 Grade 3 students and parents through the strategic plan 2015 - 2018 Survey data <ul style="list-style-type: none"> <li>• Endicott questions</li> <li>• Learner Profile</li> <li>• Attitudes</li> <li>• Taking action</li> <li>• Transdisciplinary skills</li> </ul>	
<p><b>Engagement</b></p> <p><i>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</i></p> <p><i>Engagement spans students' motivation to learn, as well as their active involvement in learning.</i></p> <p><i>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</i></p>	<p>To maximise the potential of all through critical engagement with the world.</p> <p><u>Strategic congruence with:</u></p> <ul style="list-style-type: none"> <li>• <i>ENPS Guiding Statements</i> - <i>Guiding Principle of Critical Engagement with the World.</i> - <i>Guiding Principle of Inclusive Learning Environment</i></li> <li>• <i>CIS Section B: Teaching and Learning</i> <i>CIS Section E: Access to Teaching and Learning</i></li> <li>• <i>IB-PYP Essential Elements</i></li> </ul>	<p><b>Student Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>• <i>School Connectedness</i> reach Band 5 for both males and females</li> <li>• <i>Student Motivation</i> reach Band 5 for both males and females</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• <i>School Climate</i> to be above State Level</li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• <i>School Improvement, Approachability and Parent Input</i> to be at or above 75%</li> </ul> <p><b>Governance (School Council)</b></p> <ul style="list-style-type: none"> <li>• Targets to be identified in Year 1 of the Strategic Plan, following the development of formal processes for evaluating the effectiveness of School Council</li> </ul>	<p>1.) To develop a shared understanding of and a dispositional approach to being a global <b>learner</b> across the whole school community</p> <ul style="list-style-type: none"> <li>• Awareness of self and others</li> <li>• International mindedness and intercultural awareness</li> </ul> <p>2.) To develop a shared understanding of and a dispositional approach to being a global <b>leader</b> across the whole school community</p> <ul style="list-style-type: none"> <li>• Voice and connectedness</li> <li>• Taking appropriate action</li> </ul>

<p><b>Wellbeing</b></p> <p><i>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.</i></p>	<p>To maximise the potential of all through the provision of an inclusive learning environment and the continued development of personalised learning and wellbeing.</p> <p><u>Strategic congruence with:</u></p> <ul style="list-style-type: none"> <li>ENPS Guiding Statements -Guiding Principle of Personal and Social Wellbeing -Guiding Principle of Inclusive Learning Environment</li> <li>CIS Section E: Access to Teaching and Learning CIS Section F: School Culture and Partnerships for Learning</li> <li>IB-PYP Essential Elements</li> </ul>	<p><b>Student Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Peer Connectedness reach Band 5 for both males and females</li> <li>Student Morale reach Band 7 for both males and females</li> </ul> <p><b>Student Absence</b></p> <ul style="list-style-type: none"> <li>Absence rates will be at or below 10 days absent per EFT student.</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Collective efficacy and Shielding and Buffering to be in the 67<sup>th</sup> percentile</li> </ul> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Student Safety, Social Skills and School Connectedness to be at or above 75%</li> </ul>	<p>1.) To review and refine school wide policies and shared expectations that deliver an inclusive, safe, orderly and stimulating learning environment.</p> <p>2.) To build the capacity of all stakeholders to value and provide for difference.</p> <p>3.) To build the capacity of all stakeholders to activate and maintain connectedness and a sense of belonging across the community for effective transitions and the management of change.</p>
<p><b>Productivity</b></p> <p><i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</i></p> <p><i>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</i></p>	<p>To maximise the potential of all through alignment and innovative use of resources to reflect the school's guiding statements.</p> <p><u>Strategic congruence with:</u></p> <ul style="list-style-type: none"> <li>CIS Section C: Leadership and Governance</li> <li>CIS Section D: Faculty and Support Staff</li> <li>CIS Section G: Operational Systems</li> <li>IB-PYP Essential Elements</li> </ul>	<p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Professional Learning to be at or above State Level</li> <li>Collective Participation (Professional Learning) to be above the 67<sup>th</sup> percentile</li> <li>Feedback (Professional Learning) to be above the 67<sup>th</sup> percentile</li> </ul> <p><b>Governance &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>Targets to be identified in Year 1 of the Strategic Plan, following the development of formal processes for evaluating the effectiveness of Executive and School Council</li> </ul>	<p>1.) To build an understanding of the strategic alignment of resources to achieve a systems view of whole school improvement</p> <p>2.) To establish processes and protocols for staff and governance that empower and promote individual responsibility and collective expectation for the technical leadership of the school.</p> <p>3.) To develop and implement a master plan, through collective responsibility and shared decision making, for the allocation</p>

<p><i>the best possible combination to support improved student outcomes and achieve its goals and targets.</i></p>			<p>and use of:</p> <ul style="list-style-type: none"> <li>• financial resources</li> <li>• human resources</li> <li>• learning and teaching resources</li> <li>• digital infrastructure and resources</li> <li>• grounds and facilities.</li> </ul> <p>4.) To review, refine and ensure transparency of our policies, practices and school wide processes as reflected in the CIS and IB standards to meet international standards of educational excellence.</p>
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## School Strategic Plan 2014- 2017: Indicative Planner

**Purpose:** the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p><b>Achievement</b></p> <p><b>GOAL</b> <i>To maximise the potential of all through academic excellence.</i></p> <p><b>WHY</b> <i>To provide a guaranteed and viable curriculum (written, taught and assessed), grounded in innovative best practice, that connects with and builds the capacity of students and staff, and is visible to the ENPS community.</i></p> <p><b>KEY IMPROVEMENT STRATEGIES</b> 1.) To develop a whole school, consistently applied guaranteed and viable curriculum that reflects the schools guiding statements:</p> <ul style="list-style-type: none"> <li>• for all students</li> <li>• for all year levels</li> <li>• incorporating all domains</li> <li>• including specialists program</li> <li>• including intercultural awareness</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Implementation of the CIS Self Study Section B: Teaching and Learning, and Section E: Access to Teaching and Learning action plans</li> </ul> <p>1.)</p> <ul style="list-style-type: none"> <li>• Defining consistently applied guaranteed and viable curriculum as a staff, and as a community, for all students</li> <li>• Developing curriculum programs that ensure opportunities for full participation by all students (enrichment, intervention, EAL, alternative programs, learning needs)</li> <li>• Vertical and horizontal planning- expectations of and opportunities for collaborative planning, auditing and documenting curriculum P-6</li> <li>• Undertake the whole school POI review with embedded school wide curriculum opportunities for the development of intercultural awareness and understanding</li> <li>• Audit of Literacy and Numeracy written, taught and assessed curriculum</li> <li>• Begin implementation of the Engage with</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CIS Accreditation Visit- October 2015 and subsequent accreditation, feedback and recommendations for school-wide improvement</b></li> <li>• <b>Development of an ENPS Learning And Teaching Policy, including Professional Learning and Assessment and Reporting Guidelines</b> <ul style="list-style-type: none"> <li>○ Meeting and Professional Learning Schedule to clearly outline opportunities for horizontal and vertical collaboration and professional learning</li> <li>○ Clearly defined and documented model of professional learning, inclusive of coaching, peer observation, giving and receiving of feedback</li> <li>○ Professional Learning Plan for 2015 – 2018</li> <li>○ Documented eLearning Strategy and policy in line with Learning and Teaching Policy</li> <li>○ Student Learning Portfolios, reports and assessment reflective of methodologies and practices</li> </ul> </li> </ul>

<p>that is documented through the Programme of Inquiry (POI).</p> <p>2.) To embed agreed whole school, consistently applied quality learning and teaching methodologies and practices</p> <p>3.) To refine our whole school assessment strategies and develop contemporary reporting practices</p>	<p>Asia strategy and action plan</p> <ul style="list-style-type: none"> <li>• Review and audit current use of shared spaces for planning and curriculum documentation</li> <li>• Develop an elearning strategy and plan (in line with strategic plan) with a focus on use of 1:1 technology to compliment learning and teaching</li> </ul> <p>2.)</p> <ul style="list-style-type: none"> <li>• Review of the whole school instructional model (current Lotus Diagram) to clearly outline and visually represent the expectations for learning and teaching methodologies and practices P-6 (conceptual learning; inquiry, literacy and numeracy)</li> <li>• Develop a professional learning model and schedule that is differentiated and focused on embedding consistent learning and teaching methodologies and practices (for the life of the Strategic Plan)</li> <li>• Develop practices, and provide structured opportunities that enable staff and students to give and receive feedback to improve learning outcomes of all</li> </ul> <p>3.)</p> <ul style="list-style-type: none"> <li>• Evidence of the Learner Profile in assessment and reporting practices</li> <li>• Audit and review school wide assessment practice and schedules in alignment with best practice, current research and PYP practices</li> <li>• Development of a community communication strategy for shared understandings of effective assessment and reporting of student learning and growth</li> <li>• Effective use of data (qualitative and quantitative) for making learning and teaching decisions to improve student outcomes, with a focus on literacy</li> </ul>	<ul style="list-style-type: none"> <li>○ Updated Assessment Schedules F-6</li> <li>○ Teaching of Mandarin F-6</li> </ul> <ul style="list-style-type: none"> <li>• <b>Learning and teaching instructional methodologies and practices made visible and accessible to the community</b> <ul style="list-style-type: none"> <li>○ Proposal and plan developed for the use of shared online spaces for curriculum and planning documentation</li> <li>○ Student learning and growth community communication strategy and plan for 2015</li> </ul> </li> <li>• <b>Revised whole school instructional model and expectations (revised Lotus Diagram inclusive of conceptual learning; inquiry, literacy and numeracy)</b> <ul style="list-style-type: none"> <li>○ Staff handbook - clearly outlined, defined and documented learning and teaching methodologies and practices</li> </ul> </li> </ul>
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	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Preparation and documentation for PYP Authorisation visit</li> <li>• Implement recommendations from CIS accreditation visit</li> </ul> <p>1.)</p> <ul style="list-style-type: none"> <li>• Vertical and horizontal planning- implementing consistent processes for collaborative planning, auditing and documenting curriculum P-6</li> <li>• Strategic alignment of literacy, numeracy and Specialist Programs within the POI written, taught and assessed curriculum</li> <li>• Review and refine the Engage with Asia strategy and action plan, with a focus on language learning and maximizing the capacity for digital connectedness</li> <li>• Explore and reflect on opportunities to embed the Australian Curriculum the intercultural understanding framework</li> <li>• Implementation of a common and central space for planning and curriculum documentation</li> <li>• To implement the elearning strategy and plan (in line with strategic plan) with a focus on use of 1:1 technology to compliment learning and teaching</li> </ul> <p>2.)</p> <ul style="list-style-type: none"> <li>• Implement the professional learning model and schedule that is differentiated and focused on embedding consistent learning and teaching methodologies and practices</li> <li>• Develop formal procedures and criteria to effectively assess the impact of teaching methodologies and practices and the level of student performance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PYP Authorisation visit and accreditation</b></li> <li>• <b>Implemented and documented consistent process for monitoring and evaluating the effectiveness of learning and teaching methodologies and practices</b> <ul style="list-style-type: none"> <li>○ Established ENPS Staff online space for curriculum and planning documentation</li> </ul> </li> <li>• <b>All assessment and reporting aligned with PYP guidelines, DEECD expectations and best practice</b></li> </ul>
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	<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>Implement recommendations from PYP authorisation visit</li> </ul> <p>1.)</p> <ul style="list-style-type: none"> <li>Vertical planning- implementing consistent processes for planning, auditing and documenting curriculum F-6</li> <li>Monitoring and implementation of strategic alignment of literacy, numeracy and Specialist Programs within the POI written, taught and assessed curriculum</li> <li>Continue to implement the Engage with Asia strategy and action plan</li> <li>Consistent use of the common and central space for planning and curriculum documentation</li> <li>To review the elearning strategy and plan (in line with strategic plan) with a focus on use of 1:1 technology to compliment learning and teaching</li> </ul> <p>2.)</p> <ul style="list-style-type: none"> <li>Implement and review the professional learning model and schedule that is</li> </ul>	<ul style="list-style-type: none"> <li><b>Reviewed and updated the ENPS Learning And Teaching Policy, including Professional Learning, Assessment and Reporting Guidelines</b></li> </ul>

		<p>differentiated and focused on embedding consistent learning and teaching methodologies and practices</p> <ul style="list-style-type: none"> <li>• Continue to develop practices, and provide structured opportunities that enable staff and students to give and receive feedback to improve learning outcomes of all</li> </ul> <p>3.)</p> <ul style="list-style-type: none"> <li>• Evidence of the Learner Profile and all five of the PYP elements in assessment and reporting</li> <li>• Review use of data (qualitative and quantitative) for making learning and teaching decisions to improve student outcomes</li> </ul>	
	<p><b>Year 4</b></p>	<p>1.)</p> <ul style="list-style-type: none"> <li>• Vertical planning- implementing consistent processes for planning, auditing and documenting curriculum P-6</li> <li>• Review strategic alignment of literacy, numeracy and Specialist Programs within the POI written, taught and assessed curriculum</li> <li>• Review the Engage with Asia strategy and action plan</li> <li>• Review of a common and central space for planning and curriculum documentation</li> <li>• To implement the elearning strategy and plan (in line with strategic plan) with a focus on use of 1:1 technology to compliment learning and teaching</li> </ul> <p>2.)</p> <ul style="list-style-type: none"> <li>• Review the professional learning model and schedule that is differentiated and focused on embedding consistent learning and teaching methodologies and practices</li> <li>• Continue to develop practices, and provide structured opportunities that enable staff and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reviewed and updated strategic alignment of literacy, numeracy and Specialist Programs within the POI written, taught and assessed curriculum</b></li> </ul>

		<p>students to give and receive feedback to improve learning outcomes of all</p> <p>3.)</p> <ul style="list-style-type: none"><li>• Review school wide assessment practice and schedules in alignment with best practice, current research and PYP practices</li><li>• Effective use of data (qualitative and quantitative) for making learning and teaching decisions to improve student outcomes</li></ul>	
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<p><b>Engagement</b></p> <p><b>GOAL</b>  <i>To maximise the potential of all through critical engagement with the world.</i></p> <p><b>WHY</b>  <i>To connect with who we are as an ENPS cultural community, to appreciate and understand, in order to enable and build the capacity for global citizenship: Globally connected; infinitely local.</i></p> <p><b>KEY IMPROVEMENT STRATEGIES</b></p> <p>1.) To develop a shared understanding of and a dispositional approach to being a global <b>learner</b> across the whole school community</p> <ul style="list-style-type: none"> <li>Awareness of self and others</li> <li>International mindedness and intercultural awareness</li> </ul> <p>2.) To develop a shared understanding of and a dispositional approach to being a global <b>leader</b> across the whole school community</p> <ul style="list-style-type: none"> <li>Voice and connectedness</li> <li>Taking appropriate action</li> </ul>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>Official launch of school guiding statements - Developing a plan to build the capacity visually of community entry points and Involvement of the guiding statements</li> <li>Conducting a school wide communications audit, for the purpose of developing a consistent high quality high quality communication strategy</li> <li>Create opportunity for whole school community provocation of what it means to be a global learner and leader (Eeqbal Hassim to present to all community members in Semester One 2015)</li> <li>Implementation of the CIS Self Study Section A: Guiding Statements action plan</li> </ul> <p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>Empowerment and engagement of staff in the cultural leadership of the school</li> <li>Develop a plan to build the capacity of staff as global learners and leaders (differentiated entry points)</li> <li>Revise staff essential agreement</li> <li>Developing with staff a shared vision and common understanding of the role of student voice in empowering learners and leaders</li> <li>Development of culturally inclusive calendar of events in line with the POI review – with a focus on the events of Harmony Day, relevant Asian cultural day/s, days that reflect our community, indigenous events</li> <li>Begin implementation of the Engage with Asia strategy and action plan</li> <li>Exploring strategies for developing cohesiveness within and across learning neighbourhoods</li> </ul> <p><b>STUDENTS</b></p>	<ul style="list-style-type: none"> <li><b>CIS Accreditation Visit- October 2015 and subsequent accreditation, feedback and recommendations for school-wide improvement</b></li> <li><b>Developed a Community Engagement strategy that provides multiple access points</b></li> <li><b>Documented plan to build the capacity of all community stakeholders as global learners and leaders using the four pillars of:</b> <ul style="list-style-type: none"> <li>Awareness</li> <li>Appreciation</li> <li>Understanding</li> <li>Responsibility</li> </ul> </li> <li><b>Established cohesive Learning Neighbourhoods, Home Groups and Pastoral Care Groups.</b></li> </ul>
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		<ul style="list-style-type: none"> <li>• Develop Units of Inquiry for whole school 'Start-up' and Guiding Statements</li> <li>• The learner profile is visible, valued and used in all classrooms and further development of the link to the attitudes (unpacking in the classroom)</li> <li>• Establish a vertical Pastoral Care strategy P-6 and inclusive of all staff</li> <li>• Begin School and Community Service opportunities</li> </ul> <p>LEARNING ENVIRONMENT (all classrooms and external spaces)</p> <ul style="list-style-type: none"> <li>• Visible displays of Learner Profile, Essential Agreements, Attitudes, Guiding Statements</li> </ul> <p>COMMUNITY</p> <ul style="list-style-type: none"> <li>• Developing a communication strategy and timeline that encompasses communicating student learning and growth, and building capacity to be global learners and leaders and why</li> <li>• Community engagement event – start of year BBQ</li> </ul> <p>SCHOOL COUNCIL</p> <ul style="list-style-type: none"> <li>• Community engagement strategy – with a focus on connectedness to school, developing the school fete as vehicle for promoting community connectedness</li> </ul>	
	<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Develop a timeline for promotion of ourselves as educational leaders</li> <li>• Implement recommendations from CIS accreditation visit</li> </ul> <p>STAFF</p> <ul style="list-style-type: none"> <li>• Empowerment and engagement of staff in the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implemented the Community Engagement strategy</b></li> <li>• <b>Documented and implemented plan to build the capacity of all community stakeholders as global learners and leaders with a clear focus on understanding.</b></li> </ul>

	<p>cultural leadership of the school</p> <ul style="list-style-type: none"> <li>• Implement plans to continue to build the capacity of staff as global learners and leaders (differentiated entry points)</li> <li>• Developing with staff a shared vision and common understanding of taking action in empowering learners and leaders</li> <li>• Implement a culturally inclusive calendar of events in line with the POI review – with a focus on the events days that reflect our community and indigenous events</li> <li>• Implementation of the Engage with Asia strategy and action plan</li> <li>• Continue to develop cohesiveness across learning neighbourhoods</li> <li>• Student Learning Portfolios reflect consistency, empowerment and opportunities for student voice</li> <li>• Developing cohesiveness within and across Learning Neighbourhoods, through effective communication strategies</li> </ul> <p>STUDENTS</p> <ul style="list-style-type: none"> <li>• Explore and reflect on opportunities to embed the Australian Curriculum the intercultural understanding framework</li> <li>• Ensuring the visibility of learner profile and attitudes in all classrooms and the further development of the link to the trans disciplinary skills (unpacking in the classroom)</li> <li>• Revise and implement a Unit of Inquiry for Guiding Statements</li> <li>• Revise and continue a vertical Pastoral Care strategy P-6 and inclusive of all staff</li> <li>• Redefine student leadership at ENPS- beyond house captains and JSC</li> <li>• Student initiated leadership</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Documented strategy for empowering student voice and leadership</b></li> </ul>
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		<ul style="list-style-type: none"> <li>• Embed School and Community Service opportunities</li> </ul> <p>LEARNING ENVIRONMENT (all classrooms and external spaces)</p> <ul style="list-style-type: none"> <li>• Visible displays of Learner Profile, Essential Agreements, Attitudes, Guiding Statements</li> <li>• Taking action wall- Actions informed by knowledge, skills and understanding</li> </ul> <p>COMMUNITY</p> <ul style="list-style-type: none"> <li>• Revisiting of school guiding statements - Developing a plan to build the capacity visually of community entry points and involvement of the guiding statements</li> <li>• Revise and implement a communication strategy and timeline that encompasses communicating student learning and growth, and building capacity to be global learners and leaders and why</li> <li>• Community engagement events schedule – start of year BBQ</li> <li>• Partnerships in Learning- information sessions</li> <li>• Development of a ENPS digital profile</li> <li>• Opportunities for community sharing of stories as global learners and leaders- connecting through stories</li> </ul> <p>SCHOOL COUNCIL</p> <ul style="list-style-type: none"> <li>• Community engagement strategy – with a focus on connectedness to school, developing the school fete as vehicle for promoting community connectedness</li> </ul>	
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Implement recommendations from PYP authorisation visit</li> <li>• Moving towards transformation and social</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reviewed and updated the Community</b></li> </ul>

		<p>action in relation to intercultural education (refer to intercultural education continuum)</p> <ul style="list-style-type: none"> <li>• Source external expertise to support development of ongoing learning and reflection as a whole school community</li> <li>• Student voice and participation in, reflection on and co-construction of learning</li> <li>• Social action as a community</li> <li>• Taking action as global citizens</li> <li>• Redefinition of student leadership at ENPS</li> </ul>	<p><b>Engagement strategy</b></p> <ul style="list-style-type: none"> <li>• <b>Reviewed and updated the plan to build the capacity of all community stakeholders as global learners and leaders with a focus on responsibility</b></li> <li>• <b>Review of Learning Neighbourhoods, Home Groups and Pastoral Care Groups.</b></li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Gather data and evidence to assess levels of local and global connectedness and critical engagement with the world for all community stakeholders</li> <li>• Evaluate the effectiveness of our communication strategy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developed and implemented formal procedures to effectively assess levels of local and global connectedness and critical engagement with the world for all community stakeholders</b></li> </ul>

<p><b>Wellbeing</b></p> <p><b>GOAL</b>  <i>To maximise the potential of all through the provision of an inclusive learning environment and the continued development of personalised learning and wellbeing.</i></p> <p><b>WHY</b>  <i>To embed an approach to and a culture of personalised learning and wellbeing, with a focus on building constructive relationships school-wide, actively valuing, making visible and promoting best practice for a safe and inclusive</i></p> <p><b>KEY IMPROVEMENT STRATEGIES</b></p> <p>1.) To review and refine school wide policies and shared expectations that deliver an inclusive, safe, orderly and stimulating learning environment.</p> <p>2.) To build the capacity of all stakeholders to value and provide for difference.</p> <p>3.) To build the capacity of all stakeholders to activate and maintain connectedness and a sense of belonging across the community for effective transitions and the management of change.</p>	<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Implementation of the CIS Self Study Section F: School Culture &amp; Partnerships For Learning action plan</li> <li>• Develop updated student wellbeing policy, that: <ul style="list-style-type: none"> <li>○ references ENPS guiding statements, IB PYP Learner Profile Attributes and Attitudes and CIS standards and restorative practices</li> <li>○ covers all current and future wellbeing areas including transition practices, esmart, acceptable internet use, anti bullying, and differentiation</li> <li>○ includes a school wide essential agreement on accepted behaviour, restorative responses and staged management procedures</li> <li>○ is contributed to and owned by all members of the school community</li> </ul> </li> <li>• Implement process for all wellbeing related policies, collated and centrally located and updated as per the schedule and communicated effectively to the school community.</li> <li>• Implement consistent practices for development and use of essential agreements across the school (learning neighbourhoods, home groups, specialists, playground)</li> <li>• Review ENPS extra-curricular policy and programs, including camps, with a focus on connections to Guiding Statements, PYP and POI</li> <li>• Development of School Attendance Officer role, to monitor student absence</li> <li>• Explore effective strategies for building connectedness, a sense of belonging and respect for difference in the student body, by developing links across the school through a</li> </ul>	<ul style="list-style-type: none"> <li>• CIS Self Study Accreditation Visit</li> <li>• <b>A Student Wellbeing Policy and school-wide Essential Agreements that are; visible, provide clear guidelines and referred to by all ENPS community stakeholders</b></li> <li>• <b>ENPS has appointed a school attendance officer, who consistently follows up student absences in line with DEECD expectations</b></li> <li>• <b>Implemented a pastoral care strategy actively promoting connectedness between students, school-wide</b></li> <li>• <b>Updated transition processes that meet current school and student needs</b></li> </ul>
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		<p>pastoral care program across the whole school, with a focus on promoting connectedness (peer to peer, family to school)</p> <ul style="list-style-type: none"> <li>Review current school wide transition processes to determine if they are meeting the needs of the students</li> </ul>	
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>Implement recommendations from CIS accreditation visit</li> <li>Implement student wellbeing policy across the school, access to policy available to all school community members</li> <li>Provision of staff professional learning on wellbeing, including restorative practices.</li> <li>Explore opportunities for community participation in professional learning opportunities on building resilience and capacity for change</li> <li>Explore authentic opportunities to promote purposeful connections and relationships to embed inclusiveness across our community.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>School events, programs and classroom practice are reflective of the student wellbeing policy</li> <li><b>Implemented Student Wellbeing Policy and school-wide Essential Agreements that are; visible, provide clear guidelines and referred to by all ENPS community stakeholders</b></li> <li><b>Implemented a pastoral care strategy actively promoting connectedness between students, school-wide</b></li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>Monitor school-wide programs and classroom practices to evaluate effective implementation of student wellbeing policy</li> <li>Provide opportunities to promote purposeful connections and relationships to embed inclusiveness across our community.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reviewed and updated pastoral care strategy</b></li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review student wellbeing policies and practices</li> </ul>	<ul style="list-style-type: none"> <li><b>Reviewed and updated Student Wellbeing Policy</b></li> </ul>

<p><b>Productivity</b></p> <p><b>GOAL</b>  <i>To maximise the potential of all through alignment and innovative use of resources to reflect the school's guiding statements.</i></p> <p><b>WHY</b>  <i>That all decisions made and actions undertaken are aligned with ENPS Guiding Statements and Strategic Plan intentions ensuring transparency, innovation and collective responsibility.</i></p> <p><b>KEY IMPROVEMENT STRATEGIES</b></p> <p>1.) To build an understanding of the strategic alignment of resources to achieve a systems view of whole school improvement</p> <p>2.) To establish processes and protocols for staff and governance that empower and promote individual responsibility and collective expectation for the technical leadership of the school.</p> <p>3.) To develop and implement a master plan, through collective responsibility and shared decision making, for the allocation and use of:</p> <ul style="list-style-type: none"> <li>• financial resources</li> <li>• human resources</li> <li>• learning and teaching resources</li> <li>• digital infrastructure and resources</li> <li>• grounds and facilities.</li> </ul> <p>4.) To review, refine and ensure transparency of our policies, practices and school wide processes as reflected in the CIS and IB standards to meet international standards of educational excellence.</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Implementation of the CIS Self Study Section C: Governance and Leadership, Section D: Faculty and Support Staff and Section G: Operational Systems action plans</li> <li>• Preparation and documentation for CIS Accreditation visit</li> <li>• Executive, Administration and School Council to document and communicate our systems view of whole school improvement (understanding roles and responsibilities)</li> <li>• Review of the Sub-Committees of School Council, roles and responsibilities</li> <li>• Review of infrastructure for e-learning and development of a plan for the future</li> <li>• Gathering and analysis of data for the development of a school wide Master Plan for the effective management of school resources</li> <li>• Development of strategies to make our consistent processes and protocols visible and valued, ensuring accountability for self and others with a view to collective expectation and individual responsibility</li> <li>• Development of a Professional Learning Plan that supports the learning needs of the school community of the life of the strategic plan</li> <li>• Development of processes for monitoring effectiveness of School Council</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CIS Accreditation visit and subsequent accreditation recommendations</b></li> <li>• <b>Developed a systems view approach encompassing roles and responsibilities, and processes and protocols ensuring individual and collective accountability</b></li> <li>• <b>An ENPS Professional Learning Model clearly promoting and outlining opportunities for horizontal and vertical collaboration, and inclusive of coaching, peer observation and giving and receiving feedback.</b></li> <li>• <b>Established a process for monitoring and evaluating School Council effectiveness</b></li> <li>• <b>Developed a process for tracking student data (qualitative and quantitative) for the life of the strategic Plan, as identified in targets (2015 Grade 3 students and parents)</b></li> </ul>
	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Preparation and documentation for PYP Authorisation visit</li> <li>• Implement recommendations from CIS Accreditation visit</li> <li>• Collect evidence of the impact of the ENPS Professional Learning Model on learning and teaching outcomes (P&amp;D cycle)</li> <li>• Development of a school wide Master Plan for the effective management of school resources</li> <li>• Organisation and management of learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PYP Authorisation Visit and subsequent recommendations for accreditation</b></li> <li>• <b>Developed ENPS Master Plan</b></li> <li>• <b>Completed a mid-cycle review of the ENPS Strategic Plan (2015-2018), including guiding statement and subsequent updating.</b></li> <li>• <b>Monitor effectiveness of ENPS Professional</b></li> </ul>

		<p>and teaching resources to support curriculum programs</p> <ul style="list-style-type: none"> <li>• Implement and communicate strategies for visible and valued consistent processes and protocols,</li> <li>• Implementation of a common and central space for planning and curriculum documentation</li> <li>• Review of strategic plan</li> </ul>	<b>Learning Model</b>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Implement recommendations from PYP Authorisation visit</li> <li>• Implementation of the school wide Master Plan for the effective management of school resources</li> <li>• Evidence based review and update of the ENPS Professional Learning Model using Endicott survey and/or Staff Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implemented ENPS Master Plan</b></li> <li>• <b>Reviewed and updated ENPS Professional Learning Model</b></li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Collecting evidence and data on School Council effectiveness reflective stakeholder perceptions</li> <li>• Implementation of the school wide Master Plan for the effective management of school resources</li> <li>• Establishment of a working party to audit the ENPS Master Plan in preparation for the next strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review of evaluation process for School Council effectiveness</b></li> <li>• <b>Revisit the ENPS Master Plan in preparation for the next strategic plan</b></li> </ul>