

**School Strategic Plan
for
Killara Primary School
No. 5352
2016-2019**

School Profile

<p>Purpose</p>	<p>At Killara Primary School we recognise the extraordinary responsibility and privilege it is to educate our students. All students deserve the right to the best possible education and to achieve their highest potential every day.</p> <ul style="list-style-type: none"> • We always aim to demonstrate a high standard of professional and ethical practice by displaying qualities such as dedication, enthusiasm, honesty and respect • We consistently design and deliver innovative and inclusive curriculum that supports the needs, abilities, strengths and talents of each individual child • We support and encourage each child’s emotional, physical, social and cognitive/academic needs, taking into consideration each child’s interests, talents, abilities and aspirations and hold personal contact and connection with every child as an every-day aspiration • Our school community (teachers, students and parents) creates a safe, engaging, stimulating, challenging and positive learning environment that promotes learning as an ongoing exploration of our world in an interesting way that encourages risk taking • We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies, and by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning • The Killara Primary School community works together as a team to ensure the needs of all students are addressed and that our school is held in esteem with our community and beyond
<p>Values</p>	<p>KILLARA CARES</p> <p>Caring Students are courteous and kind. Staff members are respectful and considerate. School Community is friendly and understanding.</p> <p>Acceptance Students are tolerant and understanding. Staff members recognise individual differences and value diversity. School Community is open minded and inclusive.</p>

	<p>Responsibility Students are trustworthy and responsible. Staff members are committed and professional. School Community values and contributes to school achievements.</p> <p>Excellence Students achieve their best. Staff members provide high quality programs & teaching School Community works effectively.</p> <p>Support (and Teamwork) Students work together cooperatively in a positive manner. Staff members support and respect each other, students and the school community. School Community works to support students, teachers and the school.</p>
<p>Environmental Context</p>	<p>Killara Primary School opened in 1993, in what was a rapidly expanding area of housing estates on the northwest fringe of Sunbury, within the City of Hume. The school had a period of rapid growth from 1993 to 2000 where the student population went from 103 to a peak of 641. By 2009, the student population had declined to 466, but has increased over recent years to a peak of 624 in 2015. The Student Family Occupation (SFO) Index for Killara is currently 0.37, which indicates comparatively low disadvantage, however evidence suggests that we have at least 17% of our school community that have some degree of disadvantage (based on CSEF uptake, 2015).</p> <p>The school is situated on extensive grounds and the main building comprises ten general purpose classrooms, each with a shared teacher preparation area and a small group withdrawal room, and specialist teaching areas including a Music Room, Art Room and a Library. A new gymnasium adjacent to the old multi-purpose space, which has, in turn, been converted into a theatre incorporating a fully fitted stage, tiered seating and sound and lighting booth, was added in 2012. In addition, we have a second freestanding block of 6 general purpose classrooms and reading intervention offices, as well as 10 relocatable classrooms. Our buildings are in good condition, our grounds are well maintained and all programs are well resourced. Our spacious landscaped grounds incorporate a range of play spaces, extensive synthetic turf area and recently re-turfed oval (fully irrigated).</p> <p>Currently the school has a total of 37 EFT teaching staff. There are 3 Executive (Principal Class) members, 26 classroom teachers, 5 EFT specialists, 2.6 intervention and support teachers and</p>

arrangements within our staffing profile to release each of our team leaders to coach, mentor and facilitate their teaching team. We have 3 full time support staff in our office, along with integration aides. A private speech pathologist is employed for one day per week to help cater for students with language related difficulties.

The school's leadership profile currently includes the Principal, two Assistant Principals, each with separate roles (Student Well Being and School Management; Learning and Teaching), forming the Executive Team, team leaders for each teaching team, forming the Leadership And School Improvement Team (LASIT), and a Curriculum Team approach for coordination of key curriculum areas (Student Well Being, eLearning, Inquiry, Literacy and Numeracy), with leaders being selected from within those teams. Teaching programs are effectively planned through a team approach, with teams based around our structure of Preps, 1/2s, 3/4s and 5/6s, as well as a Specialist Team. Average class sizes have been kept around or below 24, although at times influxes throughout the year in a particular year level have caused numbers to swell. We emphasise Literacy and Numeracy development. Inquiry based learning allows for an integrated curriculum approach and aims to focus on the learning process, thinking skills / critical thinking, as well as adequately cover the broader curriculum.

Curriculum is provided in each of the specialist spaces by a specialist teacher. Specialist programs have currently include Physical Education, Performing Arts, Visual Arts, Library and, as our school language, Auslan. Support programs, extension and extra-curricular programs are provided through Intervention, student leadership programs (including Student Leadership Council and Class Captains), integration, sustainability, school choir, and performing arts events such as School Productions. Technology is seen as a tool for learning and is integrated into the curriculum and is used to transform learning, with a range of mobile devices available throughout the school, culminating in a 1:1 program in 5/6. Great emphasis is placed on the development of literate and numerate children who have a real joy for learning. We aim to empower students to make a difference to the quality of their lives and to the aspirations of their community so that they:

- Are literate in all areas of the curriculum
- Have a love of learning and are self-motivated
- Have enquiring minds
- Can communicate effectively
- Have the opportunity to achieve and experience success
- Work independently to achieve and experience success
- Are critical reflective thinkers
- Have high self-esteem and respect others in the environment

At Killara we work cooperatively and collaboratively as a staff and community, with a strong emphasis

	on team work, to ensure that the school operates effectively and that its policies and programs are relevant and effective.
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Strategic Direction

Achievement		Key improvement strategies
<p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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 students' co-curricular achievements.</p>		
Goals	To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.	<ul style="list-style-type: none"> • Build teacher capacity to deliver consistent, high quality teaching and learning practices aligned with agreed whole school and Professional Learning Community expectations • Implement a whole school approach to the rigorous use of data and evidence to inform planning and teaching to the demonstrated learning needs of every student • Develop the school's integrated curriculum with a focus on inquiry, creativity and personal development through challenging learning tasks.
Targets	<p>Using the NAPLAN relative growth chart (growth over time yr 3 to yr 5) for reading, writing and number, attain mid to high growth of more than 85%, with low growth reducing to 15% or below by the end of this plan</p> <p>Teacher judgement for reading, writing and number to show average annual growth of at least one level (at class, cohort and whole school level), by 2019</p> <p>The overall results (mean score) for Reading, Writing and Number in NAPLAN at year 3 and 5 is at or above State mean, by the end of the plan</p> <p>School staff survey (climate) improvement, with the teacher collaboration, guaranteed and viable curriculum and collective efficacy and responsibility factors to be above a mean score of 80%, by the end of this plan</p>	
Theory of action	<ul style="list-style-type: none"> • If we adopt consistent <i>teaching</i> protocols, through professional learning, coaching, collaboration and 	

	<p>the building of research-based Professional Learning Communities, then student behaviour, engagement, learning and curiosity will be enhanced.</p> <ul style="list-style-type: none"> • If we adopt consistent learning protocols, through professional learning, coaching, collaboration and the building of research-based Professional Learning Communities in all classes, then all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity. 	
	Actions	Success criteria
Year 1	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Strengthen the Professional Learning Community and coaching approach in the school, using the PLC continuum as a guide • Establish and embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback • Re-establish literacy learning continuum with PLC teams to ensure whole staff clarity and commitment, using Fountas and Pinnell as the basis • Use our code of practice to define the model for Literacy learning and teaching in the school and embed the model throughout • Maintain Numeracy code of practice, through teaching and curriculum teams • Maintain Inquiry code of practice, through teaching and curriculum teams • Finalise scope and sequence for Inquiry <p>Assessment and Data</p> <ul style="list-style-type: none"> • Develop effective student tracking processes using SPA and/or Compass. • Conduct whole school and PLC level data analysis discussions to build teacher capacity in truly knowing each 	<ul style="list-style-type: none"> • Teams record improvement against the PLC model continuum and team and individual goals are monitored • Coaching model and effectiveness of coaching evident through classroom observations, records of coaching and team discussions, as well as data • Fountas and Pinnell continuum is a key reference tool for planning literacy • Observational practices demonstrate teaching is aligned to the model and codes of practice • Documentation, including scope and sequence and continuums, in place and being utilised • Tracking system in place and operational and parents receiving regular reports and communications

	<p>individual as a learner. Use knowledge to plan at cohort, class and individual level and focus on student learning growth in setting targets for student achievement.</p> <ul style="list-style-type: none"> • Initiate and operate "on time" parent reporting system, relating to learning units, utilising Compass 	
Year 2	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Further strengthen the Professional Learning Community and coaching approach in the school, using the PLC continuum as an audit tool • Further embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback and extend leadership growth opportunities • Use our code of practice to define the model for Numeracy learning and teaching and embed the model throughout • Refine and revise Numeracy continuum, with reference to the Victorian Curriculum, Stepping Stones and regional continuums • Further build on PLC model and continue to strengthen coaching and observational practices • Embed inquiry scope and sequence <p>Assessment and Data</p> <ul style="list-style-type: none"> • Further strengthen student tracking processes • Review, revise and further strengthen PLC data analysis • Further strengthen parent reporting processes, with insights and feedback gathered from parents 	<ul style="list-style-type: none"> • Teams continue to record improvement against the PLC model continuum and team and individual goals are monitored • Coaching model and effectiveness of coaching evident through classroom observations, records of coaching and team discussions, as well as data • Fountas and Pinnell continuum continues to be key reference tool for planning literacy • Numeracy continuum in place and implemented • Observational practices continue to demonstrate teaching is aligned to the model and codes of practice • Documentation, including scope and sequence and continuums, becoming embedded • Tracking system further refined and information to parents further strengthened
Year 3	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Embed the Professional Learning Community and coaching approach in the school, using the PLC continuum as an audit tool and consider the • Further embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback and further extend leadership growth opportunities • Use our code of practice to define the model for Inquiry learning and teaching and embed the model throughout • Review, refine and strengthen Literacy and Numeracy 	<ul style="list-style-type: none"> • Teams continue to record improvement against the PLC model continuum and team and individual goals are monitored • Coaching model and effectiveness of coaching continues to be evident through classroom observations, records of coaching and team discussions, as well as data • Fountas and Pinnell continuum continues to be key reference tool for planning literacy • Numeracy continuum becoming embedded • Inquiry model clearly defined and beginning to be

	<p>models and codes of practice</p> <p>Assessment and Data</p> <ul style="list-style-type: none"> • Embed student tracking processes • Embed data analysis and planning processes and approaches • Continue to refine the parent reporting process 	<p>utilised</p> <ul style="list-style-type: none"> • Observational practices continue to demonstrate teaching is aligned to the model and codes of practice • Documentation, including scope and sequence and continuums, embedded • Tracking system embedded and information to parents refined as needed • Inquiry model becoming embedded
<p>Year 4</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Audit, review, refine, embed all aspects <p>Assessment and Data</p> <ul style="list-style-type: none"> • Review and refine student tracking processes • Review and refine data analysis approaches • Continue to enhance parent reporting process 	<ul style="list-style-type: none"> • Continue to use above as success criteria evidence • Collection and analysis of all evidence occurs

Engagement		
<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		
Goals	To provide a student centred, stimulating environment that engages and motivates students in their learning and develops their 21st Century learning skills (Communication, Creativity, Collaboration, Critical Thinking and Curiosity)	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Develop a whole school approach to building student voice in learning, enabling students to give and receive feedback, to set individual goals and increasingly take ownership of their learning. • Provide authentic and collaborative learning experiences that incorporate 21st Century learning skills, and enhance the opportunities for students to use existing and new digital technologies in their learning.
Targets	<p>Attitudes to School survey mean scores for the teaching and learning variables to improve into at least the 3rd quartile and shows improvement throughout the plan period</p> <p>Improvement against current benchmarks in student perception of their learning as measured in school based surveys: Learning Confidence, Learning Environment, Student Motivation and Teacher Empathy elements improve by at least 10% (mostly, always - endorsement)</p>	
Theory of action	<ul style="list-style-type: none"> • If learning is relevant and highly stimulating for students then engagement, growth and confidence will increase. • If inquiry is a defining characteristic of our culture, then the level of student achievement and curiosity will flourish 	
	Actions	
Year 1	STUDENT VOICE	Success criteria
Goal setting and conferencing	<ul style="list-style-type: none"> • Increase student involvement in their learning through setting challenging, relevant learning goals, and responding to student feedback through a focus on conferencing and goal setting 	<ul style="list-style-type: none"> • Conferencing approach in operation for Writing and Reading and learning journals reflect student goals and student feedback • Consistent tracking and sharing of information; whole class and individual commitments to action

	<ul style="list-style-type: none"> • Adopt a consistent approach to the unpacking of student surveys (including for specialist programs) and the negotiation of classroom actions, improvements and new directions <p>CLASSROOM</p> <ul style="list-style-type: none"> • Adopt consistent practices (codes of practice) to reduce excessive teacher talk time and increase student involvement and activity in lessons. • Develop curriculum overview document that combines 21st Century Learning elements(refer to P21 model), SAMR model, Digital Technologies & Ethical Capabilities from the Victorian Curriculum and align PL to their intent <p>STUDENT LEADERSHIP</p> <ul style="list-style-type: none"> • Document guidelines outlining the purpose, roles and key actions of student leadership council and associated student leadership positions <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Enhance the use of success criteria, ensure used in all classrooms • Develop plans for the implementation of digital portfolios, linking to either/or Compass and Office 365 <p>AUTHENTIC AND COLLABORATIVE/TECHNOLOGIES</p> <ul style="list-style-type: none"> • Audit and refine / document 1:1 approach • Review technology provision and renew leases to reflect need (e.g. look at iPads as an option) 	<ul style="list-style-type: none"> • Student survey process being adopted • Observational practices indicate reduced and timely teacher talk and effective use of learning intentions and success criteria • Improved attendance • Documentation, auditing, review and development plans completed and reflective of directions • New lease arrangement arranged • All appropriate professional learning identified, held and documented
<p>Year 2</p> <p>Rubrics and giving and receiving feedback</p>	<p>STUDENT VOICE</p> <ul style="list-style-type: none"> • Enhance and further refine student goal setting approaches and the use of conferencing • Continue and further enhance student opinion systems, with a continuing stronger focus on student centred classrooms <p>CLASSROOM</p> <ul style="list-style-type: none"> • Reflect on and continue implement codes of practice so that lesson structure continues to be engaging and 	<ul style="list-style-type: none"> • Conferencing approach in operation for Writing and Reading and learning journals further strengthened and continue to reflect student goals and student feedback • Consistent tracking and sharing of information; whole class and individual commitments to action • Observational practices indicate reduced and timely teacher talk and continuing and further strengthened effective use of learning intentions and success criteria, as well as other high impact

	<p>effective</p> <ul style="list-style-type: none"> • Implement 21st Century curriculum overview and provide ongoing professional learning <p>STUDENT LEADERSHIP</p> <ul style="list-style-type: none"> • Implement the new guidelines and continue to refine them <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Build skills and understandings relating to the use of rubrics, working towards the inclusion of students in developing assessment rubrics and setting learning goals. <p>AUTHENTIC AND COLLABORATIVE/TECHNOLOGIES</p> <ul style="list-style-type: none"> • Use audit and review of 1:1 program to establish refined and enhanced practices • Implement new provision of devices across the school 	<p>visible learning strategies</p> <ul style="list-style-type: none"> • Further improved attendance • Documentation, auditing, review and development plans conducted and implemented in areas as identified • New digital devices employed across the school and being effectively utilised, reflecting effective 21st C learning approaches • All appropriate professional learning identified, held and documented
<p>Year 3</p> <p>Self assessment and code of practice</p>	<p>STUDENT VOICE</p> <ul style="list-style-type: none"> • Based on previous work, define and document student self assessment code of practice, with goal setting, conferencing, rubrics and self assessment tools incorporated • Continue to strengthen and refine student personal learning approaches <p>CLASSROOM</p> <ul style="list-style-type: none"> • Further refine and embed consistent practice • Further refine and embed 21st Century curriculum overview and provide ongoing professional learning <p>STUDENT LEADERSHIP</p> <ul style="list-style-type: none"> • Further refine and embed approach to student leadership <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Inclusion of students in developing assessment rubrics, based on their goals 	<ul style="list-style-type: none"> • Code of practice developed and implemented • Conferencing approach and learning journals further strengthened and continue to reflect student goals and student feedback • Consistent tracking and sharing of information; whole class and individual commitments to action • Observational practices continue to indicate reduced and timely teacher talk and effective use of learning intentions and success criteria, as well as other high impact visible learning strategies • Continued improved attendance • Documentation, auditing, review and development plans further implemented and embedded in areas as identified • Digital devices employed across the school and being more effectively utilised, reflecting effective 21st C learning approaches • All appropriate professional learning identified, held and documented

	<p>AUTHENTIC AND COLLABORATIVE/TECHNOLOGIES</p> <ul style="list-style-type: none"> • Further strengthen and embed approach to 1:1 program and the use of devices 	
<p>Year 4</p> <p>Refine and Review</p>	<p>STUDENT VOICE</p> <ul style="list-style-type: none"> • Continue, refine and embed Student Voice strategies • Fully embed all practices and review their effectiveness <p>CLASSROOM</p> <ul style="list-style-type: none"> • Embed and review consistent practice • Embed and review*21st Century curriculum overview and provide ongoing PL <p>STUDENT LEADERSHIP</p> <ul style="list-style-type: none"> • Embed and review approach to student leadership <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Embed and review approach to Visible Learning and the use of self-assessment, peer assessment, rubrics and learning goals <p>AUTHENTIC AND COLLABORATIVE/TECHNOLOGIES</p> <ul style="list-style-type: none"> • Embed and review approach to 1:1 program and the use of devices 	<ul style="list-style-type: none"> • All areas, as previously identified, continue to be embedded into practice and further strengthened • Review of all elements undertaken and completed, with results compiled

Wellbeing		Key improvement strategies
<p>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.</p>		
Goals	To enhance support for every student and to build positive emotional and mental health and wellbeing.	Embed a whole school approach to wellbeing that includes a focus on optimism, resilience and individual efficacy.
Targets	<ul style="list-style-type: none"> That the mean scores for all elements of the Attitudes to School survey improve be in at least the third quartile by the end of this plan. That student absence data improves by at least 10% by the end of this plan That the Parent Opinion survey mean scores for student behaviour and student engagement improve to at or above state mean, by the end of this plan The school staff survey (climate) shows improvement, with the teacher collaboration, guaranteed and viable curriculum and collective efficacy and responsibility factors to be above a mean score of 80%, by the end of this plan 	<p>Review and refine current school behaviour management programs and processes designed to enhance student wellbeing.</p> <p>Adopt a whole school approach to mental health</p>
Theory of action (optional)	If we have a whole school shared responsibility for wellbeing, including an explicit focus on optimism for all students, then learning growth, emotional and mental health and resilience will be enhanced.	
	Actions	Success criteria
Year 1	<p>SCHOOL VALUES</p> <ul style="list-style-type: none"> Review the school's values to ensure a clear and shared understanding for all students, staff and families. <p>BEHAVIOUR AND SELF/SOCIAL-EMOTIONAL MANAGEMENT</p> <ul style="list-style-type: none"> Set up a scope and sequence for the explicit teaching of the YCDI and HOM components 	<ul style="list-style-type: none"> All documentation and frameworks in place and explicit Evidence through student tracking, team meeting discussions and other means, of policies and procedures being adopted Professional learning sessions held and documented Community based information publicised and supported

	<ul style="list-style-type: none"> • Implement new behaviour policy and flow charts and engage in regular Professional Learning regarding the strategies • Revisit and implement the Anti Bullying policy <p>OPTIMISM AND RESILIENCE</p> <ul style="list-style-type: none"> • Incorporate a focus on optimism and positive achievements in daily classroom routines for all students. Adopt a positivity and resilience model, such as the Fish Philosophy, as a whole school <p>MENTAL HEALTH</p> <ul style="list-style-type: none"> • Re-engage in all elements of the Kids Matter framework, focussing on Positive School Community <p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Investigate the feasibility of utilising outside agencies as additional support for students with emotional and mental health issues and seek other modes of support, such as Student Welfare Officer and Chaplain funding, as available 	<ul style="list-style-type: none"> • New personnel, as available and feasible, in place and operational
<p>Year 2</p>	<p>SCHOOL VALUES</p> <ul style="list-style-type: none"> • Implement the school's values to ensure a clear and shared understanding for all students, staff and families. <p>BEHAVIOUR AND SELF/SOCIAL-EMOTIONAL MANAGEMENT</p> <ul style="list-style-type: none"> • Implement the scope and sequence for the explicit teaching of the YCDI and HOM components • Continue to implement new behaviour policy and flow charts and engage in regular Professional Learning regarding the strategies • Continue to implement the Anti Bullying policy <p>OPTIMISM AND RESILIENCE</p> <ul style="list-style-type: none"> • Incorporate a focus on optimism and positive achievements in daily classroom routines for all students. Implement the positivity and resilience model 	<ul style="list-style-type: none"> • All documentation and frameworks in place and explicit • Further and enhanced evidence through student tracking, team meeting discussions and other means, of policies and procedures being adopted • Professional learning sessions continue to be held and documented • Community based information publicised and supported • New personnel, as available and feasible, in place and operational

	<p>selected</p> <p>MENTAL HEALTH</p> <ul style="list-style-type: none"> Continue to re-engage in all elements of the Kids Matter framework, focussing on Social and Emotional learning (this links to YCDI and HOM) <p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> Implement arrangements with outside agencies as additional support for students with emotional and mental health issues. Continue to seek / implement other modes of support 	
<p>Year 3</p>	<p>SCHOOL VALUES</p> <ul style="list-style-type: none"> Continue to implement and aim to embed the school's values to ensure a clear and shared understanding for all students, staff and families. <p>BEHAVIOUR AND SELF/SOCIAL-EMOTIONAL MANAGEMENT</p> <ul style="list-style-type: none"> Embed the scope and sequence for the explicit teaching of the YCDI and HOM components Embed and further refine the behaviour policy and flow charts and continue to engage in regular Professional Learning regarding the strategies Embed and further refine the Anti Bullying policy <p>OPTIMISM AND RESILIENCE</p> <ul style="list-style-type: none"> Incorporate a focus on optimism and positive achievements in daily classroom routines for all students. Further implement the positivity and resilience model selected <p>MENTAL HEALTH</p> <ul style="list-style-type: none"> Continue to re-engage in all elements of the Kids Matter framework, focussing on Working with Parents and Carers (this links to YCDI and HOM) 	<ul style="list-style-type: none"> All documentation and frameworks in place and explicit, with evidence of refinements Continued and strengthened evidence through student tracking, team meeting discussions and other means, of policies and procedures being adopted Professional learning sessions held and documented Community based information publicised and supported New personnel, as available and feasible, in place and operational

	<p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Implement arrangements with outside agencies as additional support for students with emotional and mental health issues. • Continue to seek / implement other modes of support 	
<p>Year 4</p>	<p>SCHOOL VALUES</p> <ul style="list-style-type: none"> • Review and further refine the school's values to ensure a clear and shared understanding for all students, staff and families. <p>BEHAVIOUR AND SELF/SOCIAL-EMOTIONAL MANAGEMENT</p> <ul style="list-style-type: none"> • Review and refine the scope and sequence for the explicit teaching of the YCDI and HOM components • Review and further refine the behaviour policy and flow charts and continue to engage in regular Professional Learning regarding the strategies • Review and further refine the Anti Bullying policy <p>OPTIMISM AND RESILIENCE</p> <ul style="list-style-type: none"> • Incorporate a focus on optimism and positive achievements in daily classroom routines for all students. Review and further refine the positivity and resilience model selected <p>MENTAL HEALTH</p> <ul style="list-style-type: none"> • Continue to re-engage in all elements of the Kids Matter framework, focussing on Helping Children with Mental Health Issues (this links to YCDI and HOM) <p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> • Continue to implement arrangements with outside agencies as additional support for students with emotional and mental health issues. • Continue to seek / implement other modes of support 	<ul style="list-style-type: none"> • All documentation and frameworks reviewed and in place and explicit • Continued through student tracking, team meeting discussions and other means, of policies and procedures being adopted and all aspects reviewed and refined as needed • Professional learning sessions held and documented • Community based information publicised and supported • New personnel, as available and feasible, in place and operational

<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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 the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h2>Key improvement strategies</h2>
<h3>Goals</h3>	To clearly align the available resources (human, financial, time, space & materials) to maximise learning outcomes for students.	Strategically monitor and evaluate the effectiveness of resource allocation to priority areas.
<h3>Targets</h3> <p>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.</p>	<p>Suggested measures include:</p> <ul style="list-style-type: none"> • School staff survey (climate) improvement, with the teacher collaboration, guaranteed and viable curriculum and collective efficacy and responsibility factors to be above a mean score of 80%, by the end of this plan • The parent opinion of school improvement and general satisfaction improves to at or above state mean, by the end of the plan • The overall results (mean score) for Reading, Writing and Number in NAPLAN at year 3 and 5 is at or above State mean, by the end of the plan 	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	If we use our available resources – people, funding, facilities, professional learning and community expertise with the best possible combination and to the best possible effect, then the school goals and priorities will be achieved.	
	<h3>Actions</h3>	
<h3>Year 1</h3>	<h4>LEADERSHIP PROFILE</h4> <ul style="list-style-type: none"> • Consider the options available in workforce planning to 	<ul style="list-style-type: none"> • School structure and staffing reflective of PLC approach

	<p>broaden the school's leadership profile. If feasible, release team leaders to conduct a combination of coaching and intervention</p> <ul style="list-style-type: none"> • Internal process and commitment to Curriculum leadership • Explore and engage in "middle leaders" learning opportunities <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Resource staff professional learning for whole school initiatives • Designate new funding (equity) to professional learning, particularly leadership, coaching and PLC development <p>DIGITAL LEARNING RESOURCES</p> <ul style="list-style-type: none"> • Maintain high quality digital learning resources, by committing to a new lease arrangement and renewing digital provision across the school (interactive devices - personal and whole class) <p>CURRICULUM RESOURCES</p> <ul style="list-style-type: none"> • Utilise clear budgeting processes to ensure that we allocate appropriate levels of funding to key priorities and needs 	<ul style="list-style-type: none"> • Professional learning programs documented and evidence, through team discussions, classroom observations and teacher reflection demonstrate impact • New digital resources arrangements in place • Budgets reflect need
<p>Year 2</p>	<p>LEADERSHIP PROFILE</p> <ul style="list-style-type: none"> • Continue, if feasible, to release team leaders to conduct a combination of coaching and intervention • Continue to adopt an internal process and commitment to Curriculum leadership • Further engage in "middle leaders" learning opportunities <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Continue to resource staff professional learning for whole school initiatives • Continue to esignate new funding (equity) to professional learning, particularly leadership, coaching and PLC development 	<ul style="list-style-type: none"> • School structure and staffing continues to be reflective of PLC approach • Professional learning programs documented and evidence, through team discussions, classroom observations and teacher reflection demonstrate impact • New digital resources being effectively used, as demonstrated through team planning and teacher reflection • Budgets reflect need

	<p>DIGITAL LEARNING RESOURCES</p> <ul style="list-style-type: none"> • Implement the use of new digital resources <p>CURRICULUM RESOURCES</p> <ul style="list-style-type: none"> • Continue to utilise clear budgeting processes to ensure that we allocate appropriate levels of funding to key priorities and needs 	
<p>Year 3</p>	<p>LEADERSHIP PROFILE</p> <ul style="list-style-type: none"> • Continue, if feasible, to release team leaders to conduct a combination of coaching and intervention and investigate ways to sustain this into the future • Continue to adopt an internal process and commitment to Curriculum leadership • Further engage in "middle leaders" learning opportunities <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Continue to resource staff professional learning for whole school initiatives • Continue to designate new funding (equity) to professional learning, particularly leadership, coaching and PLC development <p>DIGITAL LEARNING RESOURCES</p> <ul style="list-style-type: none"> • Embed the use of new digital resources <p>CURRICULUM RESOURCES</p> <ul style="list-style-type: none"> • Continue to utilise clear budgeting processes to ensure that we allocate appropriate levels of funding to key priorities and needs 	<ul style="list-style-type: none"> • School structure and staffing continue to be reflective of PLC approach • Professional learning programs documented and evidence, through team discussions, classroom observations and teacher reflection demonstrate impact • New digital resources being effectively used, as demonstrated through team planning and teacher reflection • Budgets reflect need
<p>Year 4</p>	<p>LEADERSHIP PROFILE</p> <ul style="list-style-type: none"> • Continue, if feasible, to release team leaders to conduct a combination of coaching and intervention and investigate ways to sustain this into the future • Continue to adopt an internal process and commitment to Curriculum leadership 	<ul style="list-style-type: none"> • School structure and staffing continues to be reflective of PLC approach and modelling established for future directions • Professional learning programs documented and evidence, through team discussions, classroom observations and teacher reflection demonstrate

	<ul style="list-style-type: none"> • Further engage in "middle leaders" learning opportunities <p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> • Continue to resource staff professional learning for whole school initiatives • Continue to designate new funding (equity) to professional learning, particularly leadership, coaching and PLC development <p>DIGITAL LEARNING RESOURCES</p> <ul style="list-style-type: none"> • Embed, refine and review the use of new digital resources <p>CURRICULUM RESOURCES</p> <ul style="list-style-type: none"> • Continue to utilise clear budgeting processes to ensure that we allocate appropriate levels of funding to key priorities and needs 	<p>impact</p> <ul style="list-style-type: none"> • New digital resources being effectively used, as demonstrated through team planning and teacher reflection • Budgets reflect need
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