

School Strategic Plan for Mill Park Heights Primary School] [5325] [2016-2019]

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name DEBORAH PATTERSON</p> <p>Date 21/3/16</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name ROSE MIRCEVSKI</p> <p>Date 21/3/16</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To develop a community of actively engaged lifelong learners, who are resilient and effective members of a global society, through the provision of stimulating, relevant and flexible curriculum that enhances the personal growth, academic achievement and wellbeing of all.
Values	<p>Responsibility</p> <p>Respect</p> <p>Honesty/Trust</p> <p>Care and Compassion</p> <p>Personal Best</p> <p>Team Work</p>
Environmental Context	<p>Mill Park Heights Primary School is located in Melbourne's north with 1,000 students, 41 classes and 88 staff. In 2015 our staffing composition consisted of 46 full time teachers, 16 part time teachers, one grade share class, 4 leading teachers out of a classroom one day, 3 leading teachers out of a classroom full time, 3 Principal Class and 8 full time and 12 part time education support staff.</p> <p>With 40 different nationalities, our community is rich and vibrant and cultural diversity is a celebrated feature of our school. The school's reputation continues to grow within our school community, local area and Whittlesea Schools Network.</p> <p>The main permanent building houses administration and staff facilities, staff lounge, senior art room, ICT Lab library and ten general-purpose classrooms. A separate permanent building houses a purpose designed Foundation complex of six classrooms and a small general purpose room. This is attached to the main gymnasium and canteen. All other buildings are of the relocatable type and include classrooms, curriculum office, language room, performing arts room, junior arts room, intervention centre and an integration room. The school grounds are well established with attractive gardens. There are a number of play spaces for students including 3 adventure playgrounds, a soccer pitch, 2 basketball courts and an oval. During 2007 the school established a strong</p>

commitment to developing a sustainability culture. This has had an impact of how we manage our waste at MPH both within classrooms and in the playground.

Specialist programs include The Arts, Language (Italian) and Physical Education/Sport. Intervention and extension Programs are also available.

MPHPS works in partnership with CAMP Australia to provide families with before/afterschool and vocational care.

The learning environment at MPHPS is defined as respectful, calm and safe. Student voice is a priority and students are given the opportunity to share and celebrate their learning at year level and whole school assemblies. Students are also given the opportunity to participate in student-leadership initiatives/partnership involving some of the local feeder schools.

At MPHPS our core beliefs about how students learn drive everything we do in all aspects of school life and are the determining factor in decision making. Our beliefs are;

- *Children bring with them their own beliefs, knowledge and experiences that we value and build upon.*
- *Children learn best through interactions, active exploration using all of their senses and experimentation.*
- *Children learn best when the intention and expectations for learning are clearly articulated.*
- *Children learn best when they can articulate, reflect upon, review, and represent their learning in different ways.*
- *Children's positive dispositions to learning and to themselves as learners are essential for success in school and beyond. (readiness to learn) They need to be given the time to develop their school readiness.*
- *Children learn best when there is a place for creativity, imagination and self-expression in learning.*
- *Children learn best when assessment is used to evaluate and inform teaching and learning.*
- *Children learn best when there are supportive relationships among all partners (including peers) in the learning community.*
- *Children learn best when their learning is structured to ensure continuity of learning as they move to and through school ensuring foundations for their future success. Every minute counts.*

The school team works toward achieving learning outcomes based on the AusVELS Standards. We have a strong commitment to developing literate, numerate and curious students incorporating our Learning and Teaching Programs, the innovative use of ICT and the teaching of Thinking Skills across the curriculum. Grades 4-6 participate in a 1:1 netbook program. A play based learning program is offered to all Foundation students.

The previous SSP had the goal for Mill Park Heights as to improve the achievement levels of all students Foundation to Grade 6 in all domains with an emphasis on literacy and numeracy promoting curious learners. According to the

	<p>Mill Park Heights Performance Summary (DET) 2014, teacher assessments in English and Mathematics were similar when compared to schools with like populations. Most of the Grade 3 and 5 NAPLAN data has indicated student achievement to be at or around the state mean and near the SFO expected level, and these results meet the target of the last strategic plan. In Grade 3, most areas of literacy improved to be above the state and at the SFO expected level by 2015. In addition, there were strong percentages of students in the two top bands in all areas. Numeracy at Grade 3 improved over the period and outcomes were above the state mean. The Grade 5 NAPLAN results also indicate that achievement has improved over the review period in writing and numeracy. Student relative learning growth consistently improved over the period of review.</p> <p>Taking into consideration this data along with the recommendations from the school review it was observed that;</p> <ul style="list-style-type: none"> • There was still a degree of variability of teacher skills, content knowledge and instructional practice across the school. • In some teams there is a stronger focus on tracking student growth • There is a need for the school to grow as a cohesive and focused professional learning community • A continued focus on continuing to improve students growth in literacy and numeracy is necessary • Leadership needs to be built and distributed across the school • Continuous quality, school based professional learning and support will be essential to success. <p>As the next step is to grow a highly purposeful community with focused learning and teaching characterised by high levels of student achievement and quality professional practice through establishing the Learning Improvement Teams in 2016, the selected priority will be Excellence in teaching and learning with the initiatives being Building practice excellence and Curriculum planning and assessment.</p>
<p>Service Standards</p>	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>THE SCHOOL FOSTERS CLOSE LINKS WITH PARENTS AND THE BROADER SCHOOL COMMUNITY THROUGH ITS COMMITMENT TO OPEN AND REGULAR COMMUNICATIONS.</i> • <i>THE SCHOOL GUARANTEES ALL STUDENTS ACCESS TO A BROAD, ENGAGING AND FLEXIBLE CURRICULUM THAT WILL ENABLE THEM TO BECOME RESILIENT AND EFFECTIVE MEMBERS OF THE GLOBAL SOCIETY.</i> • <i>THE SCHOOL PROVIDES A SAFE AND STIMULATING LEARNING ENVIRONMENT TO ENSURE ALL STUDENTS CAN ACHIEVE THEIR FULL POTENTIAL AND BECOME LIFE LONG LEARNERS.</i>

Strategic Direction

Achievement		Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets.
<p>Goals</p> <p>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.</p>	<p><u>Goal</u></p> <p>To improve the learning growth in Literacy and Numeracy for every student and to promote curious learners.</p>	<ol style="list-style-type: none"> 1. Build a guaranteed and viable curriculum. 2. Adopt a research-based whole-school instructional model. 3. Build teacher leadership across the school.
<p>Targets</p> <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>Targets</p> <ul style="list-style-type: none"> ➤ Setting a growth target of more than 1 year annually in Literacy and Numeracy for every student (ie. minimum 1.5 years growth annually). ➤ Increasing the percentage of students achieving above the expected level in all assessments. ➤ Increasing the percentage achieving high growth and decreasing percentage achieving low growth on NAPLAN relative growth assessments. ➤ Improvement in student learning and growth as measured by teacher judgements. 	
<p>Theory of action (optional)</p> <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>	<p>Consistent Teaching Protocols</p> <p>If we adopt consistent teaching protocols, then student behaviour, engagement, learning and curiosity will be enhanced.</p> <p>Consistent Learning Protocols</p> <p>If we adopt consistent learning protocols, in all classes, then all students will experience an enhanced capacity to learn, and develop skills, confidence and curiosity.</p> <p>Commit to Assessment for Learning</p>	

	<p>If we commit to peer assessment, and assessment for learning, then student engagement, learning and achievement will accelerate</p> <p>Set Challenging Learning Tasks</p> <p>If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning.</p>	
	<p>Actions</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Learning Improvement leaders in consultation with PLT will develop a continuum of essential learning in Oral Language • Participate in PL focused on the implementation of the new Victorian Curriculum <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Learning Improvement Leaders in partnership with PLT leaders will promote and model differentiation in all areas of curriculum • Explore the learning pedagogy of Mill Park Heights <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Weekly Learning Improvement Team Meetings with small groups of 2-3 teachers from the same team led by the Learning Improvement Leaders • Learning Improvement Leaders will ensure the Learning Log is updated documenting student needs and progress 	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Evidence of the Oral Language continuum having been used to develop the oral language program • Leadership have a clear and comprehensive understanding of the Victorian Curriculum reflected through consistent and moderated data • >30% of students performing above C in teacher assessments of AusVels levels in Reading and Number • >20% of students performing above C in teacher assessments of AusVels levels in Writing <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Differentiated curriculum and agreed models of instructional practise documented and implemented in all areas • >30% of students performing above C in teacher assessments of AusVels levels in

	<ul style="list-style-type: none"> • PLT leaders will direct team planning in team meetings driven by student needs • Learning Improvement Leaders may work alongside teachers in classrooms focusing on the priorities identified in Learning Improvement Team Meetings according to needs 	<p>Reading and Number</p> <ul style="list-style-type: none"> • >20% of students performing above C in teacher assessments of AusVels levels in Writing • School Staff Opinion Survey component; Teacher Collaboration mean results in the 75th percentile • Agreed model of learning pedagogy documented <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Priority teaching and learning strategies evident in classrooms and planning • All teams consistently using data to inform planning • Effective differentiation reflected in planning linked to student data • Learning logs document evidence of the narrative of student learning across that year level • >30% of students performing above C in teacher assessments of AusVels levels in Reading and Number • >20% of students performing above C in teacher assessments of AusVels levels in Writing • NAPLAN relative growth above state benchmark for medium and high growth in Grammar/Punctuation, Number, Reading and Spelling • NAPLAN band scores above the state mean for Reading, Number and Grammar/Punctuation for Grade 5 students • School Staff Opinion Survey component; Leader's Support for Change mean results in the 75th percentile
Year 2	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Learning Improvement leaders in consultation with 	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Teacher planning and differentiation based on

	<p>PLT will develop a continuum of essential learning in Numeracy</p> <ul style="list-style-type: none"> • Implement of the new Victorian Curriculum • Explore implementing Oral Language across 1-6 <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Evaluate and continue the use of differentiation in all areas of curriculum • Document the learning pedagogy of Mill Park Heights <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Weekly Learning Improvement Team Meetings with small groups of 2-3 teachers from the same team led by the Learning Improvement Leaders • Learning Improvement Leaders will ensure the Learning Log is updated documenting student needs and progress • PLT leaders will direct team planning in team meetings driven by student needs • Learning Improvement Leaders may work alongside teachers in classrooms focusing on the priorities identified in Learning Improvement Team Meetings according to needs 	<p>the continuum of essential learning in maths</p> <ul style="list-style-type: none"> • All staff have a clear and comprehensive understanding of the Victorian Curriculum as demonstrated through planning documents and student progress levels • Oral Language program developed for implementation in 2018 <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Differentiated curriculum and agreed models of instructional practise documented and implemented in all areas • Learning pedagogy reflects the classroom practice in the school • Effective differentiation reflected in planning <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Priority teaching and learning strategies evident in classrooms and planning • All teams consistently using data to inform planning • -effective differentiation reflected in planning linked to student data • Learning Improvement Team meetings are used as a rich resource for teachers to target learning to specific student needs • At the end of the year learning logs are effective working documents that are a narrative of student learning across that year level
<p>Year 3</p>	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Learning Improvement leaders in consultation with PLT will develop a continuum of essential learning in Literacy • Consolidate the use the new Victorian Curriculum in planning and teaching • Implement Oral Language across 1-6 	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Teacher planning and differentiation based on the continuum of essential learning in maths • All staff have a clear and comprehensive understanding of the Victorian Curriculum as demonstrated through planning documents and student progress levels

	<p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Evaluate and continue the use of differentiation in all areas of curriculum • Communicate learning pedagogy of Mill Park Heights with staff <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Weekly Learning Improvement Team Meetings with small groups of 2-3 teachers from the same team with gradual release depending on staff needs • Learning Improvement Leaders will ensure the Learning Log is updated documenting student needs and progress with gradual release depending on staff needs • PLT leaders will direct team planning in team meetings driven by student needs • Lit team members participate in learning walks within team with teachers using each other as a resource 	<ul style="list-style-type: none"> • Oral language program running across all year levels <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Differentiated curriculum and agreed models of instructional practise documented and implemented in all areas • All staff can communicate and understand the learning pedagogy of the school • Effective differentiation reflected in planning <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Priority teaching and learning strategies evident in classrooms and planning • All teams consistently using data to inform planning Effective differentiation reflected in planning linked to student data • Learning Improvement Team meetings are used as a rich resource for teachers to target learning to specific student needs • At the end of the year learning logs are effective working documents that are a narrative of student learning across that year level • Increase in collegiate discussions based around observed classroom practices
<p>Year 4</p>	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Evaluate the Learning Continuums developed • Evaluate the use the new Victorian Curriculum in planning and teaching • Evaluate the Oral Language across 1-6 <p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Evaluate the use of differentiation in all areas of curriculum • Evaluate the learning pedagogy of Mill Park Heights 	<p>Build a guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> • Teacher planning and differentiation based on the continuum of essential learning in maths • All staff have a clear and comprehensive understanding of the Victorian Curriculum as demonstrated through planning documents and student progress levels • Students' language development evident in not only oral situations but also in writing and reading

	<p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Weekly Learning Improvement Team Meetings an expectation and part of the culture of the school • Evaluate Learning Improvement Team Meetings • PLT team members driving planning in team meetings according to student needs • Evaluate teacher peer observations process 	<p>Adopt whole-school instructional model.</p> <ul style="list-style-type: none"> • Differentiated curriculum and agreed models of instructional practise documented and implemented in all areas • Learning pedagogy reflects the classroom practice in the school • Effective differentiation reflected in planning <p>Build teacher leadership across the school.</p> <ul style="list-style-type: none"> • Priority teaching and learning strategies evident in classrooms and planning • All teams consistently using data to inform planning • Effective differentiation reflected in planning linked to student data • Learning Improvement Team meetings are used as a rich resource for teachers to target learning to specific student needs
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<p>Engagement</p> <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.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Key improvement strategies</p> <p>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>
<p>Goals</p>	<p><u>Goal</u></p> <p>To improve student ownership of their learning.</p>	<p>1-Build the PLT’s across the school.</p> <p>2-Build the capacity of every teacher.</p>
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the</p>	<p>➢ Attitudes to school survey mean scores for the teaching and learning variables.</p> <p>➢ Improvement against current benchmarks in student</p>	

<p>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>perception of their engagement as measured by a school-based survey.</p> <ul style="list-style-type: none"> ➤ Increased percentage of students achieving above expected levels in personal learning dimensions. ➤ School staff survey (school climate) -collective efficacy, collective responsibility, levels of trust, collaboration. ➤ School staff survey (professional learning) module measures. ➤ Student attendance levels that exceed the state averages 	
<p>Theory of action (optional)</p>	<p>When teachers have high expectations and students have a degree of control and ownership of learning that is authentic, has high relevance and is challenging, then student learning, confidence and engagement will be enhanced.</p>	
	<p>Actions</p> <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>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Teachers participate in PLT meetings where they create differentiated plans for Literacy, Numeracy and Curiosity actively contributing to the planning process • Teachers will participate in weekly Learning Improvement Teams where specific student needs will be discussed and planning will be targeted to these • Teachers will plan together on a term planning day for the following term looking a cohort data to establish overall student needs 	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Increased teacher ability to cater for individual learning needs as demonstrated through teacher planning and practice • Team and teacher planning reflects and caters for the needs of all students • School Staff Opinion Survey component; Teacher Collaboration mean results in the 75th percentile • Percentage of students working 12 months or below in Literacy and Numeracy <2% • >30% of students performing above C in teacher assessments of AusVels levels in Reading and Number • >20% of students performing above C in teacher

	<p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Teachers will maintain comprehensive assessment records consistent across the school for all areas • Teachers will use formative assessment of students to participate in weekly discussions during LIT meetings • Learning Improvement Leaders will work alongside teachers in classrooms focusing on the priorities identified in Learning Improvement Team Meetings 	<p>assessments of AusVels levels in Writing</p> <ul style="list-style-type: none"> • NAPLAN relative growth above state bench mark for medium and high growth in Grammar/Punctuation, Number, Reading and Spelling • NAPLAN band scores above the state mean for Reading, Number and Grammar/Punctuation for Grade 5 students • Continue to maintain above state and region mean for all factors in the Attitudes to School Survey <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Records of teacher analysis of assessment is consistently used across the school as the driver for teaching and learning • Team planning reflects teachers confidently teaching all aspects of the curriculum and differentiating lessons • >30% of students performing above C in teacher assessments of AusVels levels in Reading and Number • >20% of students performing above C in teacher assessments of AusVels levels in Writing • NAPLAN relative growth above state bench mark for medium and high growth in Grammar/Punctuation, Number, Reading and Spelling • NAPLAN band scores above the state mean for Reading, Number and Grammar/Punctuation for Grade 5 students • Continue to maintain above state and region mean for all factors in the Attitudes to School Survey • School Staff Opinion Survey component; Teacher Collaboration and Leader's Support for Change mean results in the 75th percentile
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<p>Year 2</p>	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Teachers will continue to participate in PLT meetings where they create differentiated plans for Literacy, Numeracy and Curiosity actively contributing to the planning process • Teachers will participate in weekly Learning Improvement Teams where specific student needs will be discussed and planning will be targeted to them • Teachers will continue to plan together on a term planning day for the following term looking at cohort data to establish overall student needs <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Audit Teacher Feedback and identify needs • Audit Student's goal setting and how progress is tracked • Teachers will continue to maintain comprehensive assessment records consistent across the school for all areas • Teachers will use continue to use formative assessment of students to participate in weekly discussions during LIT meetings • Learning Improvement Leaders may work alongside teachers in classrooms focusing on the priorities identified in Learning Improvement Team Meeting when needed 	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Increased teacher ability to cater for individual learning needs • Team and teacher planning reflects and caters for the needs of all students • Increased presence of collegiate conversations • Staff Opinion Survey reflects collective teacher ownership of teaching and learning across the cohort <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Areas of need in teacher feedback identified and a professional learning plan developed • Goal setting procedures established across P-6 • Analysis of assessment is consistently used across the school as the driver for teaching and learning • Teachers confidently teach all aspects of the curriculum • Teachers confidently differentiate lessons • Student learning outcomes increase in all curriculum areas
<p>Year 3</p>	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Teachers will drive the conversation in PLT meetings where they create differentiated plans for Literacy, Numeracy and Curiosity actively contributing to the planning process • Teachers will facilitate weekly Learning Improvement Teams where specific student needs will be discussed and planning will be targeted to them • Teachers will continue to plan together on a term 	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Teachers have increased confidence and autonomy in planning for student needs • Team and teacher planning reflects and caters for the needs of all students • Increased presence of collegiate conversations • Staff Opinion Survey reflects collective teacher ownership of teaching and learning across the cohort

	<p>planning day for the following term looking a cohort data to establish overall student needs</p> <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Address Teacher Feedback needs through professional learning to develop consistency • Implement Goal Setting procedures • Teachers will continue to maintain comprehensive assessment records 	<p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Student progression increases as teacher feedback has become more focused on forward feedback • Students progression has increases as goal setting focuses on their individual needs. • Analysis of assessment is consistently used across the school as the driver for teaching and learning • Teachers confidently teach all aspects of the curriculum • Teachers confidently differentiate lessons • Student learning outcomes increase in all curriculum areas
<p>Year 4</p>	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Evaluate the use of differentiated team planning • LIT meetings evaluated • Team planning and productivity on planning day evaluated <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Implement and consolidate use of Teacher Feedback in classrooms • Implement and consolidate Goal Setting procedures • Teachers will continue to maintain comprehensive assessment records consistent across the school for all areas • Teachers will use continue to use formative assessment of students to participate in weekly discussions during LIT meetings • LIT teams peer observation evaluated 	<p>Build the PLT's across the school.</p> <ul style="list-style-type: none"> • Success of LIT meetings documented and future goals set. • Effectiveness of team and planning day productivity documented and future goals set <p>Build the capacity of every teacher</p> <ul style="list-style-type: none"> • Student progression increases as teacher feedback has become more focused on forward feedback • Student progression increases as goal setting focuses on their individual needs. • Analysis of assessment is consistently used across the school as the driver for teaching and learning • Teachers confidently teach all aspects of the curriculum • Teachers confidently differentiate lessons • Student learning outcomes increase in all curriculum areas

		<ul style="list-style-type: none"> Effectiveness of peer observations documented and future goals set
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<h2>Wellbeing</h2> <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>		<h3>Key improvement strategies</h3> <p>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>
<h3>Goals</h3> <p>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.</p>	<p><u>Goal</u> To build the wellbeing of every student.</p>	<p>1-Ensure the wellbeing of every student.</p> <p>2-Build family- school relationships.</p>
<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>	<ul style="list-style-type: none"> ➤ Attitudes to school survey mean scores for the wellbeing and student relationships. ➤ Parent opinion survey mean scores for approachability, parent input, student safety, connectedness to peers and social skills. ➤ School staff survey school climate factors. 	
<h3>Theory of action (optional)</h3>	When strong relationships between all members of the	

<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>	<p>school community are genuinely established, including strong partnerships with parents, and specific needs are addressed then student learning, resilience, and wellbeing will be enhanced.</p>	
	<p>Actions 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>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> • Foundation oral language program will run 4 mornings a week for students based on needs identified through assessment (language delays or limited experiences or EAL students) • EAL specialist teacher will work in the classroom with teachers to support them in catering to the needs of EAL students • Community hub will provide lunchtime social skills programs, breakfast club and counselling run by the School Chaplin • The use of Habits of the Mind will continue to increase within the classroom integrated into all aspects of learning and student behaviour • Continue to promote 'Everyday Counts' rewarding students for attendance >95% <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Curiosity showcases will run in classrooms for parents to come and engage in their students learning 	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> • Percentage of students working 12 months or below in Literacy and Numeracy <2% • >30% of students performing above C in teacher assessments of AusVels levels in Reading and Number • >20% of students performing above C in teacher assessments of AusVels levels in Writing • Planning shows teaching and learning in classrooms catering to EAL student needs • Increased student attendance • Decreased student behaviour problems in the yard resulting in decreased formal time outs • Increased Mean Factor Scores in the area of Classroom Behaviour in the Parent Opinion Survey • Continue to maintain above state and region mean for all factors in the Attitudes to School Survey <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Maintain high parent attendance numbers to all showcases • Increase in parent involvement in fundraising by

	<ul style="list-style-type: none"> Allocated fundraising events across the year Parents register their interest in fundraising events online 	<p>10%</p> <ul style="list-style-type: none"> Continue momentum with parents accessing online options for communication with school Increased Mean Factor Scores in the areas of Parent Input and Approachability in the Parent Opinion Survey
Year 2	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> Continue Foundation oral language program Explore implementing Oral Language across 1-6 EAL specialist teacher will work in the classroom with teachers to support them in catering to the needs of EAL students Community hub will provide lunchtime social skills programs, breakfast club and counselling run by the School Chaplain The use of Habits of the Mind will continue to increase within the classroom integrated into all aspects of learning and student behaviour Continue to promote 'Everyday Counts' rewarding students for attendance >95% <p>Build family- school relationships.</p> <ul style="list-style-type: none"> Literacy, Numeracy and Curiosity showcases will run in classrooms for parents to come and engage in their students learning Allocated fundraising events across the year Use current school technology for parent communication and collaboration 	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> Increased learning confidence in students with learning difficulties Increased learning outcomes for students working below level Planning shows teaching and learning in classrooms catering to EAL student needs Increased student attendance Decreased student behaviour problems in the yard Teachers confidently differentiate learning in all areas Increased Mean Factor Scores in the area of Classroom Behaviour in the Parent Opinion Survey <p>Build family- school relationships.</p> <ul style="list-style-type: none"> Parent attendance numbers will increase to all showcases Increase in parent involvement in fundraising Increase in parents accessing online options for communication with school Increased Mean Factor Scores in the areas of Parent Input and Approachability in the Parent Opinion Survey
Year 3	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> Continue Foundation oral language program Implement Oral Language across 1-6 EAL specialist teacher will work in the classroom 	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> Increased learning confidence in students with learning difficulties Increased learning outcomes for students working below

	<p>with teachers to support them in catering to the needs of EAL students</p> <ul style="list-style-type: none"> • Community hub will provide lunchtime social skills programs, breakfast club and counselling run by the School Chaplain • The use of Habits of the Mind will continue to increase within the classroom integrated into all aspects of learning and student behaviour • Continue to promote 'Everyday Counts' rewarding students for attendance >95% <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Curiosity showcases will run in classrooms for parents to come and engage in their students learning • Allocated fundraising events across the year • Use current school technology for parent communication and collaboration 	<p>level</p> <ul style="list-style-type: none"> • Increased learning outcomes for students in writing and reading • Planning shows teaching and learning in classrooms catering to EAL student needs • Increased student attendance • Decreased student behaviour problems in the yard • Teachers confidently differentiate learning in all areas • Increased Mean Factor Scores in the area of Classroom Behaviour in the Parent Opinion Survey <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Parent attendance numbers will increase to all showcases • Increase in parent involvement in fundraising • Increase in parents accessing online options for communication with school • Increased Mean Factor Scores in the areas of Parent Input and Approachability in the Parent Opinion Survey
<p>Year 4</p>	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> • Evaluate the Oral Language across 1-6 • Evaluate role of EAL specialist teacher in classrooms • Community hub will provide lunchtime social skills programs, breakfast club and counselling run by the School Chaplain • The use of Habits of the Mind will continue to increase within the classroom integrated into all aspects of learning and student behaviour • Continue to promote 'Everyday Counts' rewarding students for attendance >95% <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Literacy, Numeracy and Curiosity showcases will run in classrooms for parents to come and 	<p>Ensure the wellbeing of every student.</p> <ul style="list-style-type: none"> • Effectiveness of Oral Language documented and goals set • Effectiveness of EAL specialist teacher in the classroom documented and goals set • Effectiveness of the community hub programs documented and goals set <p>Build family- school relationships.</p> <ul style="list-style-type: none"> • Effectiveness of Curriculum Showcases

	<p>engage in their students learning</p> <ul style="list-style-type: none"> • Allocated fundraising events across the year • Parents register their interest in fundraising events online • Evaluate use current school technology for parent communication and collaboration 	<p>documented and goals set</p> <ul style="list-style-type: none"> • Effectiveness of parent involvement in fundraising documented and goals set
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<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>		<h3>Key improvement strategies</h3> <p>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>
<h3>Goals</h3> <p>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.</p>	<p><u>Goal</u> To allocate resources effectively in order to achieve the goals and targets of the strategic plan, whilst maintaining a balanced budget.</p>	<p><u>1</u>-Build the human resources around the strategic plan. . <u>2</u>-Implement the Assets Management Plan (AMP)<u>1</u></p>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school’s goals. Targets can take a</p>	<ul style="list-style-type: none"> ➤ Staff opinion of professional growth, leadership. ➤ Staff opinion of school climate. ➤ Parent opinion of school improvement and general 	

<p>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>satisfaction.</p>	
<p>Theory of action (optional) 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>	<p>If the school builds and uses its tangible and intangible resources to the best possible effect with the best possible combination, then student learning outcomes will be enhanced.</p>	
	<p>Actions 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>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Produce three SRP planners based on 950, 975, & 985 for 2016. • Credit and Cash Components • Program Plans reflect 'balanced' budget <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Equity Funding Credit & Cash 	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Fortnightly reports are in line with our 'balanced' budget goal. • Confirmed Budget in March reflects our goals. • DET, INDEC and Architect Meeting adheres to our six million dollar budget • We are on track with our building schedule <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Teacher capacity improves • Student learning outcomes for all students continue to improve
<p>Year 2</p>	<p>Build the human resources around the strategic</p>	<p>Build the human resources around the strategic</p>

	<p>plan.</p> <ul style="list-style-type: none"> • Produce 3 SRP planners based on the numbers as determined by PCAT. • Credit and Cash Components • Program Plans reflect 'balanced' budget • Monitor the impact of new schools being build in Whittlesea Schools Network • Succession Planning with staffing profile <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Equity Funding Credit & Cash 	<p>plan.</p> <ul style="list-style-type: none"> • Fortnightly reports are in line with our 'balanced' budget goal. • Confirmed Budget in March reflects our goals. • DET, INDEC and Architect Meeting adheres to our six million dollar budget • We are on track with our building schedule • Succession planning in place <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Teacher capacity improves • Student learning outcomes for all students continue to improve
Year 3	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Produce 3 SRP planners based on the numbers as determined by PCAT. • Credit and Cash Components • Program Plans reflect 'balanced' budget • Monitor the impact of new schools being build in Whittlesea Schools Network • Succession Planning with staffing profile <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Equity Funding Credit & Cash 	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Fortnightly reports are in line with our 'balanced' budget goal. • Confirmed Budget in March reflects our goals. • DET, INDEC and Architect Meeting adheres to our six million dollar budget • We are on track with our building schedule • Succession planning in place <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Teacher capacity improves • Student learning outcomes for all students continue to improve
Year 4	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Produce 3 SRP planners based on the numbers as determined by PCAT. • Credit and Cash Components • Program Plans reflect 'balanced' budget • Monitor the impact of new schools being built in 	<p>Build the human resources around the strategic plan.</p> <ul style="list-style-type: none"> • Fortnightly reports are in line with our 'balanced' budget goal. • Confirmed Budget in March reflects our goals. • DET, INDEC and Architect Meeting adheres to our six million dollar budget

	<p>Whittlesea Schools Network</p> <ul style="list-style-type: none"> • Succession Planning with staffing profile <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Equity Funding Credit & Cash 	<ul style="list-style-type: none"> • We are on track with our building schedule • Succession planning in place <p>Implement the Assets Management Plan (AMP).</p> <ul style="list-style-type: none"> • Teacher capacity improves • Student learning outcomes for all students continue to improve
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