

School Strategic Plan

Mentone Primary School 2905

2016-2019



Mentone Primary School

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Marcelle van Maanen</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Charles Gluck</p> <p>Date.....</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	Our shared learning community purpose is 'Learning Today for Tomorrow'. Collectively, the school aims for our students to thrive and develop emotionally and academically throughout their school years and take these skills with them into the future to become, confident, valuable, resourceful, contributing members of society.
Values	Honesty - Care and Compassion - Respect - Teamwork - Friendliness
Environmental Context	<p>Mentone Primary School (Mentone PS) is situated in the residential beachside suburb of Mentone in the local government area of the City of Kingston. Mentone PS has been educating local children since 1889. The school has seen significant growth in student numbers over recent years and due to site restrictions, has a cap on student numbers and an enrolment boundary that have been in operation for the last two years. The school's current enrolment is 440.</p> <p>At Mentone PS we support the social, emotional and learning needs of students from a diverse range of social and cultural backgrounds. Demographics in the area have changed and today's students are from relatively high socio-economic backgrounds with a Student Family Occupation (SFO) index of 0.29.</p> <p>Our school provides students with a broad range of excellent learning programs designed, developed and evaluated consistently by leadership and the staff professional learning teams within the school. Staff work collectively and collaboratively in Professional Learning Teams (PLTs) to design, develop and refine exciting and flexible-learning experiences created to meet individual needs and challenge all students. We have a diverse range of programs support improving individual student's levels of achievement in Literacy and Numeracy, alongside quality learning programs delivered through an integrated and inquiry approach to learning in all other curriculum areas. The school curriculum is enhanced through specialist program consisting of Visual Arts, Performing Arts, Physical Education and Library studies. In addition the school has a strong focus on sustainability and student leadership enabling students to become environmentally aware and socially competent. There is a strong commitment to the development and integration of technologies across the school curriculum providing excellent access at every level to flexible use of devices to complement learning programs.</p> <p>Our School Leadership Improvement Team is comprised of the Principal class, Leading Teacher, eLearning leader, Program and Pedagogy leader and two Professional Learning team leaders. Meeting fortnightly, this team drives the strategic direction of the school with emphasis on whole school improvement through collaborative, professional learning and teamwork. Effective practices are strongly embedded and we have a shared strategic focus for continual improvement. In partnership with network schools and Monash University, we are committed to reducing variability and improving the precision of teacher practice to enable students to build their learner confidence, engagement and ultimately their achievement.</p> <p>Staff across the school range from greatly experienced, with many years at Mentone PS, to new graduate teachers. Staff work collaboratively, and with increasing precision, in Year level, Learning area and Australian Curriculum and Victorian Essential Learning Standards (AusVELS) PLTs across the school to plan, evaluate and deliver high quality learning programs that engage and maximise student learning for all children through diverse enrichment and</p>

challenge.

Our shared learning community purpose is 'Learning Today for Tomorrow'. As such, we share high expectations of professional practice and we aim to create an environment in which our students will thrive and develop emotionally and academically throughout their school years and take these skills with them into the future to become confident, valuable, resourceful, contributing members of society. The student wellbeing programs, strongly frame-worked by Restorative Justice Philosophy (RJP) and Relational Learning practices, form a significant cornerstone of our school's positive identity and support consistent modeling of the agreed values of Honesty, Care and Compassion, Respect, Teamwork and Friendliness. Teaching the whole child and developing strong authentic relationships across all levels of the school community underpins the school's future vision to inspire curiosity, confidence and creativity.

Achievement

Goals

Maximise student individual learning outcomes.

Targets

1. Reduce the percentage of Grade 5 students assessed by NAPLAN to have achieved low growth in Numeracy from 40% to 20% and improve high growth from 11% to $\geq 25\%$
2. Reduce the percentage off students to have been assessed by NAPLAN in Writing to have achieved low growth from 22% to 15% and improve high growth from 25% to 30%
3. Reduce the percentage off students to have been assessed by NAPLAN in Reading to have achieved low growth from 21% to 15% and improve high growth from 23% to 30%
4. Increase the percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4. (from an averaged 12% to 20%)

Key improvement strategies

- ❖ Build high impact professional teaching practice across the school to reduce instances of variation in school performance
- ❖ Improve teacher capacity to effectively collect, analyse and evaluate reliable data to improve the authenticity of teacher judgments.
- ❖ Develop greater confidence and proficiency of staff in the teaching of numeracy

	E		D		C		B		A		% B&A	
	School	Network	Sch	Netw								
Number and Algebra												
Prep	0	0	0	0	83	63	17	31	0	5	17	36
Grade 1	0	0	4	2	83	57	10	29	3	12	13	41
Grade 2	0	0	3	3	58	55	31	28	8	14	39	42
Grade 3	0	0	3	5	58	54	17	25	22	16	39	41
Grade 4	0	0	12	8	68	50	12	23	8	19	20	42
Grade 5	0	1	8	9	56	49	21	20	15	21	36	41
Grade 6	2	1	4	11	40	44	25	22	29	22	54	44
Measurement and Geometry												
Prep	0	0	0	0	100	76	0	21	0	4	0	25
Grade 1	0	0	4	2	87	67	8	27	0	4	8	31
Grade 2	0	0	2	2	75	64	15	26	8	8	23	34
Grade 3	0	0	5	4	63	59	14	25	19	12	33	37
Grade 4	0	0	8	6	72	56	13	25	7	13	20	38
Grade 5	0	1	6	6	59	54	21	22	14	17	35	39
Grade 6	2	1	4	9	44	48	29	24	21	18	50	42
Statistics and Probability												
Prep	0	0	0	0	99	78	1	20	0	2	1	22
Grade 1	0	0	4	1	87	66	8	28	0	5	8	33
Grade 2	0	0	2	1	63	66	27	24	8	2	35	26
Grade 3	0	0	8	3	58	63	17	25	17	10	34	35
Grade 4	0	0	8	5	72	61	13	23	7	11	20	34
Grade 5	0	1	2	6	55	56	26	23	18	15	44	38
Grade 6	0	1	4	7	29	38	27	23	39	31	66	54

Theory of action	<p>"To further improve student learning outcomes and to ensure that all students can achieve their potential, the school needs to accurately assess each student's current level through accurate use of data, and effectively teach the students through the use of appropriate and consistent teaching strategies." (Peer review report 2015)</p> <p>Whole school improvement will involve the implementation of a consistent school wide approach and development of the capacity of staff to develop, and implement, lead and evaluate practice effectively. The whole school approach will be frame-worked by the Powerful Learning and Precise Teaching program.</p>	
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Develop and implement Year 1 of the powerful learning and precise teaching program across whole school. 2. Introduce whole school theories of action; High Expectations, Authentic Relationships and Learner Protocols, 3. Introduce teacher Theories of Action; Narrative and Pace, Learning Intentions and Success Criteria. 4. Design, implement observation of teaching model 5. Strengthen PLT practices by embedding operational team protocols with focus on assessment and moderation 6. Develop greater confidence and proficiency of staff in the teaching of numeracy by evaluating Numeracy scope and sequence and developing the whole school approach and practical workshops 7. Develop teacher capacity to understand how to interpret data sets 8. Use data and diagnostic tools to understand student learning achievement and added value 9. Further personalise and develop the P-2 literacy intervention program 10. Improve teacher's in-class confidence by providing targeted coaching and opportunities to work in a support partner environment 	<ul style="list-style-type: none"> ❖ Teachers are personally reflecting on their use of the nominated theories of action and sharing this journey with their teams on a consistent basis in Monday pedagogy and practise meetings ❖ Teachers are participating in an observation model and have visited each other's classroom with specific intent to observe targeted practise and can identify precision of practise. ❖ Staff confidently using the SPA platform and willingly share data and demonstrate clear understanding of how to challenge students at the high end ❖ Staff PDP goals are clearly linked to strategic intent and focussed on improved precision resulting in improved student outcomes ❖ Teachers have shared knowledge of the schools Numeracy scope and sequence for their teaching level and are beginning to implement consistent and effective numeracy practices. ❖ VALUE ADDED Numeracy - The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN has increased from 11% to 18% and low growth has decreased from 40% to 25% Writing - The percentage of Grade 5 students who achieve high growth in 2015 writing results as evidenced by NAPLAN has increased from 25% to 27% low growth has decreased from 22%- to 20% Reading - The percentage of Grade 5 students who achieve high growth in 2015 Reading as evidenced by NAPLAN has increased from 23% to 25% and low growth has decreased from 21% to 19% ❖ AUSVELS: Numeracy student outcomes have improved and resulted in an increased percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4. (from an averaged 12% to 20%)

<p>Year 2</p>	<ol style="list-style-type: none"> 1. Continue implementation of the Powerful learning and Precise Teaching program across whole school. 2. Introduce 2 more teaching Theories of Action as per Gantt chart schedule 3. Evaluate and extend observation model to include all teachers – 4 visits per year. 4. Strengthen PLT practices by continuing focus on team protocols to include observation protocols and develop vertical team protocols 5. Introduce and implement whole school approach to Numeracy teaching 6. Continue to develop teacher capacity to understand how to interpret data sets and effectively impact on student outcomes 7. Develop student online portfolios based on a shared use of data and diagnostic tools to understand student learning achievement and added value 8. Re-evaluate and refine the Whole School Literacy Approach (WSLA) the P-2 literacy intervention program and develop numeracy intervention program 	<ul style="list-style-type: none"> ❖ PLT's are wholly focussed on effective teaching and learning. ❖ Data proficiency has improved and all teachers have developed sound knowledge and implement 2-4 theories of action - resulting in a reduction of variability across the school ❖ All teachers are involved in observation of each other's classroom and numeracy coaching is implemented. ❖ VALUE ADDED Numeracy - The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN has increased from 18% to greater than 20% and low growth has decreased from 25% to 23% Writing – The percentage of Grade 5 students who achieve high growth in 2015 writing results as evidenced by NAPLAN has increased from 27% to above 28%, low growth has decreased from 20% to 18% Reading - The percentage of Grade 5 students who achieve high growth in 2015 Reading as evidenced by NAPLAN has increased from 25% to 27% and low growth has decreased from 19% to below 18% ❖ AUSVELS: Numeracy student outcomes have improved and resulted in an increased percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4.
<p>Year 3</p>	<ol style="list-style-type: none"> 1. Continue implementation of the Powerful Learning and Precise Teaching program across the whole school - Introduce 2 more teaching Theories of Action as per Gantt chart schedule 2. Embed observation model 3. Investigate and develop a plan for the creation of flexible spaces in F-2 to enable effective team practices 4. Reevaluate team protocols and schedules of PLT meetings and continue to strengthen PLT practices 5. Implement vertical team protocols 6. Continue to implement whole school approach to Numeracy teaching 7. Continue to develop teachers data literacy skills 8. Implement student online portfolios based on a shared use of data and diagnostic tools to understand student learning achievement and added value 9. Continue to embed the P-2 literacy intervention program and implement numeracy intervention program 	<ul style="list-style-type: none"> ❖ Teachers have a shared, deep understanding of the whole school approach to pedagogy based on Powerful Learning and Precise Teaching. ❖ Teachers regularly seek out opportunities to share practice in PLT's and staff workshops as well as informally ❖ VALUE ADDED Numeracy - The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN has increased from 20% to 22%, growth has decreased from 23% to 20% Writing – The percentage of Grade 5 students who achieve high growth in 2015 writing results as evidenced by NAPLAN has increased from 28% to above 29%, low growth has decreased from 18% to 15% Reading - The percentage of Grade 5 students who achieve high growth in 2015 Reading as evidenced by NAPLAN has increased from 27% 29% and low growth has decreased from 18% to below 16% ❖ AUSVELS: Numeracy student outcomes have improved and resulted in an increased percentage of students achieving above

		C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4.
Year 4	<ol style="list-style-type: none"> 1. Evaluate and continue implementation of the Powerful learning and Precise Teaching program across whole school - Introduce final 2 Teaching Theories of Action as per Gantt chart schedule 2. Evaluate, whilst continuing to embed, observation model 3. Implement plans for the creation of flexible spaces in F-2 to enable effective team 4. Continue to strengthen PLT practices and embed vertical team protocols 5. Embed and evaluate the impact of whole school approach to Numeracy teaching 6. Continue to develop high quality teachers data literacy skills 7. Continue the implementation of student online portfolios based on a shared use of data and diagnostic tools to understand student learning achievement and added value 8. Evaluate, whilst continuing to embed the P-2 literacy intervention program and embed Numeracy intervention Program 	<ul style="list-style-type: none"> ❖ PLT's are evaluating practices and developing their initiatives and programs based on evidence and data. ❖ Teachers in F-2 are authentically trialling team teaching strategies ❖ Students, along with their teachers and parents, track and monitor their own data and set improvement goals accordingly <p>❖ VALUE ADDED</p> <p>Numeracy - The percentage of Grade 5 students who achieve high growth in 2015 Numeracy results as evidenced by NAPLAN has increased from 22% to above 25% and low growth is below 20%</p> <p>Writing - The percentage of Grade 5 students who achieve high growth in 2015 writing results as evidenced by NAPLAN is above 30% and low growth is below 15%</p> <p>Reading - The percentage of Grade 5 students who achieve high growth in 2015 Reading as evidenced by NAPLAN is above 30% and low growth is below 15%</p> <ul style="list-style-type: none"> ❖ AUSVELS: Numeracy student outcomes have improved and resulted in an increased percentage of students achieving above C according to AusVELS teacher judgements in all domains of Numeracy with a focus at Foundation, Grade 1 and Grade 4 and equal to or above network percentages.

Engagement		Key improvement strategies
Goal	All members of the school community are inspired to be confident curious and creative learners who are strongly connected.	<ul style="list-style-type: none"> ❖ Broaden the opportunities for students to use their Voice to shape their school experiences.
Targets	<ol style="list-style-type: none"> 1. Improve student Confidence, Curiosity and Creativity as evidenced by student feedback surveys 2. Student led conferencing operates effectively from Grade 1-6 annually as evidenced by teacher documentation. 3. Improve parent involvement in student learning by encouraging parents to be active and effective partners in 	<ul style="list-style-type: none"> ❖ Broaden the opportunities within the learning and extra curricular programs to enhance confidence, curiosity and creativity across the school community by improving student metacognition ❖ Connect with community and investigate and create a broad range of community connections that support student learning and engagement.

	student learning evidenced by parent attendance at student led conferences at or above 70%	
Theory of action	There are strong student engagement levels at the school and as identified by the 2015 Peer review, the school wishes to encourage and enhance student Curiosity, Confidence and Creativity. Teaching staff and students will broaden their practices to encompass timely feedback, effective and shared use of data and greater emphasis on authentic student voice to improve student learning programs and outcomes.	
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Reevaluate the current SRC practises, reinvigorate and extend this student representative group's role in the school- Poll students for ideas each term & further develop the roles of the student leader team and enable them to take a lead role in developing stronger community connections that are mutually beneficial 2. Student leaders meet with PCO every fortnight to develop initiatives and feedback 3. Develop a pilot trial for the implementation of student led conferences 3-4 4. Develop a strategy to improve collection of student attitudes in Grade 3 and 4 5. Develop a focus on metacognition in PLT's weekly pedagogy meetings 6. Share high performing staff PDP end cycle presentations focussed on metacognition with whole staff 7. Implement learning protocols, learning intentions and success criteria 8. All PLT's provide parents with focussed information evenings related to learning programs 9. Evaluate current community partnerships at each year level 	<ul style="list-style-type: none"> ❖ Generally, classroom and school visual displays of learning resources and student learning demonstrate metacognitive skill ❖ Each class has an identifiable and active member who attends SRC regularly ❖ Student motivation in Grade 5-6 has improved to the fourth quartile and Improve student learning confidence (SATS) from 91% to 94% ❖ Grade 3 and 4 have run successful student led conferences with parent attendance documented to show that at least 70% parents attended ❖ Staff share learner centred strategies that provide students with opportunity to demonstrate how they think about their learning ❖ More students achieve B and A in the speaking and listening dimension (with focus at F-2) ❖ Improve Student Motivation (SATS Grade 5 & 6) from 74% to 82% (into 4th quartile) ❖ Generally, classroom and school visual displays of learning resources and student learning demonstrate metacognitive skill
Year 2	<ol style="list-style-type: none"> 1. Consolidate SRC program across the school 2. Document SRC student leader role descriptions 3. Continue PCO meetings with student leaders every fortnight to continually improve and keep focus on developing initiatives and effective feedback 4. Implement pilot trial for the implementation of student led conferences 3-4 and develop plan for whole school student led conferencing, F-6 5. Implement the developed strategies to improve collection of student attitudes in Grade 3 and 4 6. Continue focus on metacognition in PLT's weekly pedagogy meeting. 	<ul style="list-style-type: none"> ❖ Classroom and school visual displays of learning resources and student learning clearly demonstrate metacognitive skill ❖ Students understand how they are demonstrating school wide learner protocols and how their learning is improved. (Measured by individual student RADAR chart data) ❖ Maintain Student Motivation and Learner Confidence results for Grade 5 & 6 students in fourth quartile ❖ Teaching staff have PLT evidence and individual evidence of the impact of the learner centred strategies they have implemented that promote metacognition (Staff PDP goals and data) ❖ More students in Grade F-6 achieve B and A in the speaking and listening dimension (with continued focus at Foundation-2)

	<ol style="list-style-type: none"> 7. Share high performing staff PDP end cycle presentations focussed on Metacognition with whole staff 8. Continue implementation of learning protocols, learning intentions and success criteria and introduce new theories of action 9. Continue to have all PLT's provide parents with focussed information evenings related to learning programs within term 1 10. Develop focussed community partnerships at each year level-based on learning program needs and initiatives 	<ul style="list-style-type: none"> ❖ Student Motivation (SATS Grade 5 & 6) are maintained at or above 82% (4th quartile) ❖ Grade 3-4 PLT data demonstrates that 80% or more parents attend student lead conferencing at least once per year ❖ Teaching staff have documented evidence, (PDP goals and data) of their effective use of multiple theories of action and resultant improvement in learner confidence and engagement. ❖ Parent attendance at learning program information sessions is above 50%
Year 3	<ol style="list-style-type: none"> 1. Embed SRC program across the school 2. Continue PCO meetings with student leaders every fortnight to continually improve and keep focus on developing initiatives and effective feedback 3. Implement effective student led conferences across whole school at least once per year 4. Collect student attitudes to Learner Confidence and Engagement at each level biannually. 5. Continue focus on metacognition in PLT's weekly pedagogy meeting. 6. Continue to share high performing staff PDP end cycle presentations focussed on metacognition- Learner Confidence and Engagement, Narrative and Pace, with whole staff. 7. Embed learning protocols, learning intentions and success criteria and introduce new theories of action- Develop whole school approach to inquiry learning. 8. Plan for and implement extension to learning program information sessions to include greater parent participation and accountability- Invite previous year parents to speak 9. Extend focussed community partnerships at each year level-based on learning program needs and initiatives 	<ul style="list-style-type: none"> ❖ Metacognition and high expectation for all learners is embedded in the school culture and visual displays demonstrate this strongly. ❖ Students have a deep understanding of how they are demonstrating high expectations and how their learning is improved. (Measured by individual student RADAR chart data) ❖ Maintain Student Motivation and Learner Confidence results for Grade 5 & 6 students in fourth quartile (above 80%) ❖ Teaching staff have PLT evidence and individual evidence of the impact of the learner centred strategies they have implemented that promote metacognition (Staff PDP goals and data) ❖ Teacher judgement, F-1, 20% of students achieve above C in the speaking and listening dimension according to teacher judgements, Grade 2-3 students achieving an A increases from, 8 and 7, % respectively to 12% Grade 4, students achieving an A increases from 2% to at least 8% ❖ Student Motivation (SATS Grade 5 & 6) are maintained at or above 82% (4th quartile) ❖ Grade 3-4 PLT data demonstrates that 80% or more parents attend student lead conferencing at least once per year ❖ Teaching staff have documented evidence, (PDP goals and data) of their effective use of multiple theories of action and resultant improvement in learner confidence and engagement. ❖ Parent attendance at learning program information sessions is above 50% ❖ Senior students participate in a wider range of offsite learning opportunities as a direct result of stronger community partnership initiatives
Year 4	<ol style="list-style-type: none"> 1. Re-evaluate SRC program across the school 2. Continue PCO meetings with student leaders every fortnight to continually improve and keep focus on developing initiatives and effective feedback 3. Implement effective student led conferences across whole school at least once per year and evaluate impact 4. Collect student attitudes to Learner Confidence and Engagement 	<ul style="list-style-type: none"> ❖ Students demonstrate that they are Confident, Curious and Creative as evidenced by student feedback surveys. All year levels have evidence in the form of individual student RADAR charts that identify Learner Confidence and Engagement criteria and show sustained, incremental improvement over the strategic period ❖ Student led conferencing operates effectively from Grade 1-6

	<p>at each level biannually</p> <ol style="list-style-type: none"> 5. Continue focus on metacognition in PLT's weekly pedagogy meeting. 6. Continue to share high performing staff PDP end cycle presentations focussed on Metacognition- Learner Confidence and Engagement, Narrative and Pace, with whole staff. 7. Embed learning protocols, learning intentions and success criteria and introduce new theories of action- Develop whole school approach to inquiry learning. 8. Plan for and implement extension to learning program information sessions to include greater parent participation and accountability 9. Extend focussed community partnerships at each year level-based on learning program needs and initiatives 	<p>annually as evidenced by teacher documentation, student and parent feedback.</p> <ul style="list-style-type: none"> ❖ Parent opinion survey results show an increase in positive responses to stimulating learning, 70% to 75% and Learning focus, 72% to 77% over the strategic period ❖ Parent involvement has improved by encouraging parents to be active and effective partners in student learning evidenced by parent attendance at student led conferences at or above 70%
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Wellbeing		Key improvement strategies
Goals	To create and nurture a resilient school community who share a common vision and values.	<ul style="list-style-type: none"> ❖ Build a stronger understanding of resilience in staff, students and parents.
Targets	<ol style="list-style-type: none"> 1. Improve parent opinion positive responses for behaviour, general satisfaction and input to ≥85% 2. Improve parent participation and understanding of learning programs and increase parent attendance at learning sessions from 5% to 20% 3. Improve student resilience and wellbeing by improving SATS - student safety from 81% to 87% and morale from 85 to 90% 	<ul style="list-style-type: none"> ❖ Continue to embed Restorative Practices and Relational Learning processes as a whole school approach to wellbeing. ❖ Review and develop the school Vision and Values.
Theory of action	<p>The school has an orderly learning environment and the focus for improvement lies in the area of developing resilience in students, staff and parents, as well as embedding the whole school approach to student wellbeing and behaviour management. The school will focus its work in the student wellbeing area within the Restorative Practices and Relational Learning model to refresh our vision and values and promote, resilience, understanding and pride</p>	
	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> 1. Introduce the DET resilience program in learning programs F-6 2. Deliver parent workshops focussed on resiliency/learning programs each term 	<ul style="list-style-type: none"> ❖ Kingston Resiliency survey data shows improvement from 70% average across Grades 4, 5 & 6 to 75% ❖ Staff commonly uses a restorative approach and language with

	<ol style="list-style-type: none"> 3. Consistently communicate good practise in building student resilience to parent community 4. Re-evaluate and improve access to relational circle resources and continue to embed relational teaching and learning practises 5. Provide regular PD on Restorative practises with whole school 6. Implement high expectations in respect to restorative practises across the community 7. Implement high expectations in the regular daily use of relational circles 8. Embed Vision and Values across school community 	<p>all students, especially when dealing with behaviour issues</p> <ul style="list-style-type: none"> ❖ Parents attend Resiliency workshops with improved numbers in attendance from an average of 5% to over 10% ❖ Improve positive parent opinion responses to above state mean for behaviour, general satisfaction and parent input ❖ Improve SATS -student safety has improved from 81% to 83% ❖ Improve SATS –moral has improved from 85 to 87% ❖ Development of new vision and values has been documented.
Year 2	<ol style="list-style-type: none"> 1. Continue DET resilience program in learning programs F-6 2. Continue to deliver parent workshops focussed on resiliency/learning programs each term 3. Continue to consistently communicate good practise in building student resilience to parent community 4. Continue to embed relational teaching and learning practises 5. Provide regular PD on Restorative practises with whole school, train staff new to the school externally 6. Continue to implement high expectations in respect to restorative practises across the community 7. Continue to implement high expectations in the regular daily use of relational circles 8. Embed Vision and Values across school community 	<ul style="list-style-type: none"> ❖ Kingston Resiliency survey data shows that improvement is sustained at or above a 75% average across Grades 4, 5 & 6 to 75% ❖ Staff commonly uses a restorative approach and language with all students, especially when dealing with behaviour issues. ❖ Parents attend Resiliency workshops with improved numbers in attendance from an average of 5% to over 12% ❖ positive parent opinion responses have been maintained above state mean for behaviour, general satisfaction and parent input ❖ Sustained SATS -student safety has been maintained at or above 83% (Grade 5 & 6 combined) ❖ Improve SATS –moral has been maintained at or above 87% ❖ The school community has an improved understanding of the school’s purpose, vision and values ❖ Parents demonstrate improved resilience when supporting us with student issues as documented by wellbeing PLT ❖ Parents have tools and skills to promote better mental wellbeing and health in their children
Year 3	<ol style="list-style-type: none"> 1. Continue DET resilience program in learning programs F-6 2. Continue to deliver parent workshops focussed on resiliency/learning programs each term 3. Continue to consistently communicate good practise in building student and parent resilience to parent community 4. Continue to sustain and embed relational teaching and learning practises 5. Provide regular PD on Restorative practises with whole school, train staff new to the school externally 6. Continue to implement high expectations in respect to restorative practises across the community 7. Continue to implement high expectations in the regular daily use of relational circles 8. Continue to embed Vision and Values across school community 	<ul style="list-style-type: none"> ❖ Students, staff and parents model the school values and can articulate the vision of our school and feel that they contributed and have ownership of our school direction, this will be measured by feedback at student led conferences. ❖ Staff commonly uses a restorative approach and language with all students, especially when dealing with behaviour issues. ❖ Parents attend Resiliency workshops with improved numbers in attendance from an average of 5% to over 15% ❖ Positive parent opinion responses have been maintained above state mean for behaviour, general satisfaction and parent input ❖ Sustained SATS -student safety has been maintained at or above 83% (Grade 5 & 6 combined) ❖ Improve SATS –moral has been maintained at or above 87% ❖ Parents demonstrate improved resilience when supporting us with student issues as documented by wellbeing PLT

		<ul style="list-style-type: none"> ❖ Parents have tools and skills to promote better mental wellbeing and health in their children
Year 4	<ol style="list-style-type: none"> 1. Evaluate the impact of the DET resilience program in learning programs F-6 and realign to future needs. 2. Evaluate the impact of current parent workshops focussed on resiliency/learning programs 3. Continue to consistently communicate good practise in building student and parent resilience to parent community 4. Evaluate the impact and effectiveness of relational teaching and learning practises 5. Provide regular PD on Restorative practises with whole school, train staff new to the school externally 6. Evaluate the impact and community understanding of high expectations in respect to restorative practises 7. Evaluate the community understanding of the school's purpose, vision and values 	<ul style="list-style-type: none"> ❖ Parents demonstrate improved resilience when supporting us with student issues as documented by wellbeing PLT ❖ Parents have tools and skills to promote better mental wellbeing and health in their children ❖ Improved parent opinion positive responses for behaviour, general satisfaction and input are $\geq 85\%$ ❖ Parent participation and understanding of learning programs has improved and parent attendance at learning sessions is at or above 20% ❖ SATS -student safety is at or above 87% and morale is at or above 90%

Productivity		Key improvement strategies
Goal	To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.	<ul style="list-style-type: none"> ❖ Investigate and implement time and resources to provide effective PLTs. ❖ Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community. ❖ Ensure provision and effective use of teacher technology to support student learning. ❖ Maximise financial input into the school through the development of local partnerships ❖ Ensure the program budgets are used to achieve the strategic goals.
Target	Maintain and/or increase current level of support while operating a surplus budget.	
Theory of action	The school shall focus its work in the Productivity area in ensuring that the elements of Professional Leadership, Accountability, Learning Communities, Shared Vision and Goals are used to support the achievement of the Student Achievement, Engagement and Wellbeing goals.	
	Actions	Success criteria

<p>Year 1</p>	<p>Effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.</p> <ol style="list-style-type: none"> 1. Timetable to support 3 x weekly PLT meetings 2. Provide additional time release for PLT leaders, 1-2 team and 3-4 team 3. Develop and implement coaching model to enable teacher observation, reflection sharing and feedback –Theories of Action 4. Provide all teachers from Foundation-Grade 2 with weekly release to target intervention for individual 5. Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation 6. Allocate budgets to support ongoing commitment to RJP 7. Allocate budgets to access Numeracy expertise 8. Create 3 year plan for in-class technology needs. 9. Allocate budget to upgrade and/or replace interactive white boards 10. Create and sustain additional and stronger community partnerships 11. Socialise 2016 AIP with all staff to clarify strategic intent 	<ul style="list-style-type: none"> • All PLT’s have had the resources and time they need to embed operational protocols and staff feedback evidence demonstrates that this has made their work more focused and ‘smarter’ • Staff are eager to visit each other and trial shared practises in relation to introduced theories of action, documented by observation schedules by PLT leaders. • Students achieving B or above for reading (according to AusVELS teacher judgements) has increased by 5% at F, 1 and 2, and increased by 10% for all Numeracy domains. • A whole school approach and plan for Numeracy has been documented in preparation for implementation. • Staff in every year level have developed a detailed understanding of student numeracy ability and needs and this is evidenced by an improved % of students achieving above C with particular focus at Foundation, Grade 1 and Grade 4 • ICT across the school is based on provision of a wide variety of digital devices. • Fundraising from Drive my school, parent club and other initiatives has enabled the school to provide air-conditioning in 65% of classrooms • School maintains surplus status whilst achieving Literacy and numeracy intervention support <p>The school has maintained the previous year’s level of support while operating a surplus budget.</p>
<p>Year 2</p>	<p>To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.</p> <ol style="list-style-type: none"> 1. Re-evaluate and provide required PLT support in terms of time 2. Re-evaluate needs for time release for PLT leaders, 1-2 team and 3-4 team- (and or additional leaders) 3. Begin school wide implementation of coaching model to enable teacher observation, reflection sharing and feedback –Theories of Action 4. Continue to provide resourcing for literacy and numeracy intervention 5. Allocate budgets to support ongoing commitment to Powerful learning program, coaching and observation 6. Allocate budgets to support ongoing commitment to RJP 7. Allocate budgets to access Numeracy expertise and support whole school program roll out. 8. Implement 3 year plan for in-class technology needs. 9. Dispense budget to upgrade and/or replace interactive white boards 10. Create and sustain additional and stronger community partnerships 	<p>The school has maintained the previous year’s level of support while operating a surplus budget and whole school initiatives , Powerful Learning and Restorative practice are maintained</p>

	11. Socialise 2017 AIP with all staff to clarify strategic intent 12.	
Year 3	Effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing. 1. Continue to evaluate and provide resource support to , PLTs, Coaching, Numeracy and Literacy intervention, Powerful learning and Restorative practice. Re-evaluate and provide required PLT support in terms of time 2. Re-evaluate needs for time release for PLT leaders, 1-2 3. Create and sustain additional and stronger community partnerships 4. Socialise 2018 AIP with all staff to clarify strategic intent	The school has maintained the previous year's level of support while operating a surplus budget and whole school initiatives , Powerful Learning and Restorative practice are maintained
Year 4	1. Thoroughly evaluate resource allocation over the strategic period and realign resources where necessary to achieve the goals described in, achievement, Wellbeing and Engagement.	The school has an improved surplus whilst having maintained the areas of support necessary to achieve the strategic goals outlined for Achievement, Wellbeing and Engagement.