School Strategic Plan for Plenty Parklands Primary School

1915

2016 - 2019

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| **Purpose**  A quality strategic plan that engages the whole school community 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 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 Training.  **Legislative context**  The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Actstates that:  “A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”  **Effective planning**  There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:   * Cleary articulating the school’s vision, purpose and values * Focusing on a ‘desired future’ for the school, its students and the community more broadly. * Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes. * Identifying what success will look like when it has been achieved. |

## **Endorsements**

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| Endorsement by School Principal | Signed……………………………………….  Name……Claire McInerney…………………………………….  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name……….Danni Krstevski ………….  Date……………………………………………  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |
| **Legislative context for endorsement**  Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”  Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines. | |

## **School Profile**

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| The concept of a purpose and vision for a school have been demonstrated to be essential, as they provide a foundation for the school’s strategic planning decisions and for ongoing performance against the school’s stated objectives and values.  **Regulatory context**  In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA’s School Governance standard, “a school must have a clear statement of its philosophy”. The statement is expected to cover the school’s vision, values, mission or objectives, including an explanation of how the school’s philosophy is enacted and articulated to staff, students, parents, guardians and the school community. | |
| **Purpose** | Our **PURPOSE** is to educate children as lifelong learners to shape a better Australia. |
| **Vision** | Our **VISION** is that   1. Our students have the individual skills and knowledge to succeed in a rapidly changing world. 2. Our students, staff and community learn, and are cared for, in an environment that reflects our school values. 3. The school ethos adds value to each child’s life through an interdependent partnership between parents, staff and students. 4. The school promotes individual and team excellence and individual and team contributions to national wellbeing. 5. The 12 Quality Principles provide the foundation on which the school operates and students, staff and parents learn. |
| **Values** | Our **VALUES** are   1. **A Fair Go For All** - Abiding by Australia’s traditions of democracy and freedom. 2. **Honesty** - Acting with integrity by being truthful. 3. **RESPECT** - Being considerate and courteous to others. 4. **TRUst** - Being someone who is responsible and does the right thing. 5. **caring** - Showing compassion towards others and being considerate of their feelings. 6. **tolerance** - Living in harmony with others and appreciating diversity. 7. **Learning** - Gaining knowledge and skills to become a lifelong learner and productive global citizen. 8. **PERSONAL ACHIEVEMENT** - Doing my personal best both individually and as a team member. |
| **Environmental Context** | PPPS is a school community which is based on strong, all pervasive values. Our focus on the academic, social and emotional wellbeing of each of our 777 students is based on a common understanding of what it means to live by the values.  To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.  Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of *learning*.  We have invested, and continue to invest, a significant amount of money, personnel and time in the professional learning of staff. Generally, as we experience a 15 - 20% changeover of staff each year, it is important that we maintain this level of investment and therefore we place priority on maintaining strong goal congruence through our focussed professional learning.  We continue to be well resourced. Our excellent, up to date and attractive facilities ensure the safety of all students and create an environment which caters for a range of learning opportunities and passive and active play.  The school community has a diverse ethnic population with 31 nationalities represented, including an average of 0.08 identified indigenous students. Students come from 18 different postcodes. With this in mind, the school qualifies for an enrolment ceiling because of the high interest by out of area parents who wish to enrol their child at PPPS.  Strong relationships and clearly documented processes are keys to the smooth operation of our large school; offering consistency of approach in programs and welfare and strong accountability to our community and the Department of Education and Training. A senior staff member works with each year level as their wellbeing officer and is a support for children, parents and staff.  A key priority is to maintain and strengthen our Quality Learning approach and program, with new staff being trained every second year at the biennial Quality Learning seminar. Coupled with the high level of professional knowledge within our own staff, our focus on Quality Learning throughout our professional learning program was, and continues to be, of a high standard. Our school operates according to the Quality Framework based on a systems view (outlined on the next page) strong relationships founded on values, and agreed processes. |

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| **Strategic Direction** |  |
| **Purpose of the School Strategic Plan:** A school’s strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.  Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.  The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.  **Regulatory context**  Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:  “A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.” | |

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| **Achievement**  Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.  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. | | **Key improvement strategies**  Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. 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. |
| **Goals**  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. | Provide a differentiated curriculum and teaching program that has depth and breadth, enabling all students to make expected progress in the areas of English, Mathematics and Science | Develop a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school.  All teaching staff to develop a thorough understanding of the Victorian Curriculum continuum including content and skills covering a range of levels and standards.  Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.  Develop a Professional Learning Plan that is clearly focused and aligned with the strategic intentions of the school. |
| **Targets**  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. | That all students deemed capable make expected rate of progress or greater at each year level and between year levels.  Year 3 Students who achieve in the top 15% of NAPLAN maintain or exceed the expected rate of growth in their year 5 NAPLAN results.  Increase the number of matched cohort students who show a high level of relative growth between year 3 and year 5 NAPLAN.  Increase the percentage of students achieving beyond their expected level for their year in teacher judgment throughout the life of the SSP.    Teachers through their P&D process (or another identified mechanism) can demonstrate how they have authentically used data to teach each child according to their need. |
| **Theory of action**  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. | Establishing an agreed school culture is the basis of a successful operation. This should include a set of guiding principles and undertakings for all areas of school improvement.  The development of an instructional model:   * Supports schools to develop a shared language about teacher practice. * Supports teacher reflection and informs the professional learning needed. * Engages and motivates teachers to consider how their teaching practice can best support student learning.   By developing a deep understanding of the content and skills described in each standard of the Victorian Curriculum, teachers are better able to plan for, teach and assess all of the students in their care.  As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must grow their ability to interpret and apply teacher based assessment criteria.  By engaging in a program of targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education dialogue. |
|  | **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. | **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. |
| **Year 1 (2016)**  Develop a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school.  All teaching staff members to have a thorough understanding of the Victorian Curriculum curriculum continuum including content and skills covering a range of standards.  Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.  Develop a Professional Learning Plan that is clearly focused and aligned with the strategic intentions of the school. | * Lead the staff through a Plan Do Study Act process to develop an instructional model * Incorporate the Quality philosophy and strategies that drive student learning and promote the Gradual Release of Responsibility * Provide a program of targeted Professional Learning to develop thorough understanding of Victorian Curriculum * Deliver Professional Learning on differentiation of the curriculum when appropriate * Provide professional learning on purpose of Assessment and its implications for learning * Provide professional learning on types of data and how to interpret it; whole school cohort, class, groups and individual * Increase opportunities for moderation both horizontally and vertically * Track Year 3 Students who achieve in the top 15% of NAPLAN to ensure they maintain or exceed the expected rate of growth in their year 5 NAPLAN results * Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for staff learning and improved teacher practice | * Development of an Instructional model in readiness to trial (study) in 2017 (completion of the Plan Do stages of our PDSA) * Alignment between unit planning and Victorian Curriculum * Evidence of differentiated curriculum in planning * Documented evidence that data has led to differentiation of the curriculum and that all students are taught at their individual point of need (their point of cognitive challenge) * Identification and provision of curriculum that catered for and challenged each student * Year level based collaborative P&D smart goals which ensure teachers use their data to effectively plan differentiated curriculum for student learning * Documented Whole School Annual PL Plan * Staff feedback regarding effectiveness, relevance and timeliness |
| **Year 2 (2017)**  Develop a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school  All teaching staff members to have a thorough understanding of the Victorian Curriculum continuum including content and skills covering a range of standards.  Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.  Develop a Professional Learning Plan that is clearly focused and aligned with the strategic intentions of the school. | * Implementation of our instructional model throughout the year and gathering of feedback with the view to refine it when necessary * To develop teaching and learning protocols for key curriculum areas in line with our Instructional model * Strengthen connections between the learning areas of the Victorian Curriculum so that the delivery is more streamlined and that concepts are introduced with increased authenticity and purpose, particularly in critical and creative thinking, ethical and intercultural capabilities * Continue to implement Professional Learning on differentiation of the curriculum so that each student is taught from point of cognitive challenge (zone of proximal development) * Continue to track Year 3 Students who achieve in the top 15% of NAPLAN to ensure they maintain or exceed the expected rate of growth in their year 5 NAPLAN results. * To strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice | * Endorsement of our model (Completion of the Study stage of our PDSA) * Documentation of key teaching and learning protocols in key identified areas e.g. Writing or Mathematics * Integration of concepts and related content descriptors in unit planning * Consistent evidence of differentiated curriculum in unit and weekly planning * Documented Whole School Annual PL Plan * Staff feedback in regards to effectiveness, relevance and timeliness |
| **Year 3 (2018)**  Develop a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school  All teaching staff members to have a thorough understanding of the Victorian Curriculum continuum including content and skills covering a range of standards.  Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.  Develop a Professional Learning Plan that is clearly focused and aligned with the strategic intentions of the school. | * Continue to implement our instructional model (Act stage of PDSA) * Further develop key teaching and learning protocols in core subjects of English and Mathematics * Strengthen teachers understanding of critical and creative thinking, ethical and intercultural capabilities and the connections between learning areas of the Victorian Curriculum * Continue to integrate concepts and content of learning areas to build deeper knowledge of the standards * Continue to implement Professional Learning on differentiation of the curriculum so that each student is taught from point of cognitive challenge (zone of proximal development) * Continue to track Year 3 Students who achieve in the top 15% of NAPLAN to ensure they maintain or exceed the expected rate of growth in their year 5 NAPLAN results * Strategically plan PL on a yearly basis to ensure that new knowledge builds on and provides a scaffold for new staff learning and improved teacher practice | * Documentation of key T&L protocols in key identified areas eg Writing or Mathematics * Evidenced in Planning documents * Increased percentage of students performing above expected level * Records of PL, staff reflections and feedback, and evidence of application of PL in planning documents |
| **Year 4 (2019)**  Develop a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school  All teaching staff members to have a thorough understanding of the Victorian Curriculum continuum including content and skills covering a range of standards.  Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.  Develop a Professional Learning Plan that is clearly focused and aligned with the strategic intentions of the school. | * Assess the effectiveness of our Instructional model and related documents through improved application of identified exemplary teaching and powerful learning strategies * Audit of term and weekly planning documents to ensure that teachers have provided a teaching and learning program that demonstrates a thorough knowledge of the VC learning continuum * Continue to implement a differentiated curriculum informed by student data and track high achieving year 3 students NAPLAN results in year 5. * Assess effectiveness through analysis of student performance data * Continue to develop an annual PL Plan and include within this opportunities for staff to assess the effectiveness of the PL | * To use our School Strategic Plan targets as a measure of effectiveness of all goals * From this data examine the contributions our key strategies made to each of these goals |

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| **Engagement**  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  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. | | **Key improvement strategies** |
| **Goals**  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. | Increase students’ connectedness to school, staff and peers using the Quality philosophy to strengthen the processes and protocols which support student engagement and the Gradual Release of Responsibility | Create authentic opportunities for increased students input into wider aspects of school life and participation in extra curricula activities  Increase the opportunities for students to have a voice in curriculum implementation using Quality processes and procedures  All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately  Support students and scaffold their social development and transition throughout their schooling  All staff to develop a deep understanding of the systems view of PPPS  Review and improve our Student Engagement and Wellbeing Policy |
| **Targets**  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. | School Connectedness Attitudes to School data to increase beyond the 1st quartile – in Percentile by Factor (years 5-6 view) |
| **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. | Connectedness with family members, educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood.  By working together with a clear focus and shared understanding we improve our chances of achieving our goals. |
|  | **Actions** | **Success criteria** |
| **Year 1(2016)**  Create authentic opportunities for increased students input into wider aspects of school life and participation in extra curricula activities  Increase the opportunities for students to have a voice in curriculum design using Quality processes and procedures  All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately  Support students and scaffold their social development and transition throughout their schooling  Review and improve our Student Engagement and Wellbeing Policy | * Involve students in regular focus groups to discuss issues relevant to their engagement and wellbeing * Implement Quality with increased relevancy so that it is seamlessly embedded in the classroom program * Quality processes and procedures such as class meetings * Quality Beginning program- review and improve to ensure it is developmental * Implement Professional Learning on differentiation of the curriculum to address need to engage students * Implement and integrate programs within the curriculum that support students in developing their engagement * Continue school wide transition program * Identify the current processes and protocols and document as part of the Student Engagement and Wellbeing Policy | * Input from focus groups considered * Improved use of Quality as a driving force in the development of behavioural, emotional and cognitive engagement of students in all classrooms and the playground * Consistency in living by and modelling the values * Weekly class meetings that drive the use of Quality and student led (where appropriate) * Implementation of successful strategies explored through REAP * Implementation of targeted explicit programs that scaffolds the GRR and supports students in the development of personal and social capabilities * Agreed processes and protocols to support successful transitions into, through and beyond the school |
| **Year 2 (2017)**  Create authentic opportunities for increased students input into wider aspects of school life and participation in extra curricula activities  Increase the opportunities for students to have a voice in curriculum design using Quality processes and procedures  All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately  Support students and scaffold their social development and transition throughout their schooling  Review and improve our Student Engagement and Wellbeing Policy | * To continue to provide PL for staff on the Quality philosophy to increase students planning and participation of school life both within their classrooms and beyond * Continue to incorporate Quality processes and procedures such as class meetings, PDSA and feedback station to personalise learning opportunities and support engagement and enable GRR * The needs of high and low achievers to be addressed in planning curriculum and extra curricula programs * To replicate the successful elements of the REAP initiative * Continued implementation of the successful programs that scaffolds the GRR and supports students in the development of their personal and social capabilities * Continue school wide intra transition program * Implementation of our Student Engagement and Wellbeing Policy | * A deeper knowledge and understanding of how quality can be applied in everyday practice * Students had input into classroom processes and procedures * Differentiation will be evident in planning documents resulting in increased number of students working within their zone of proximal development * Students will have improved personal and social capabilities reflected in increased responsibility for their own learning and interactions * Implementation of school wide transition program * Consistent school wide implementation |
| **Year 3 (2018)**  Create authentic opportunities for increased students input into wider aspects of school life and participation in extra curricula activities  Increase the opportunities for students to have a voice in curriculum design using Quality processes and procedures  All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately  Support students and scaffold their social development and transition throughout their schooling  Review and improve our Student Engagement and Wellbeing Policy | * To continue to provide PL for staff on how to use Quality to increase students planning and participation in school life both within their classrooms and beyond * Increase the depth of knowledge and seamless application of the Quality philosophy which includes greater personalised learning opportunities, supports engagement and enables GRR * The needs of high and low achievers will continue to be addressed in curriculum planning and extra curricula programs * To replicate the successful elements of the REAP initiative * Continued implementation of the successful programs that scaffolds the GRR and supports students improve their personal and social capabilities * Continue school wide intra transition program * Implementation of our Student Engagement and Wellbeing Policy | * A deeper knowledge and understanding of how quality can be applied in everyday practice * Students will have increased responsibility for their own learning * Differentiation will be evident in planning documents resulting in increased number of students working within their zone of proximal development * Continued implementation of appropriate programs and the continuation of a successful transition program * Consistent school wide implementation |
| **Year 4 (2019)**  Create authentic opportunities for increased students input into wider aspects of school life and participation in extra curricula activities  Increase the opportunities for students to have a voice in curriculum design using Quality processes and procedures  All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately  Support students and scaffold their social development and transition throughout their schooling.  Review and improve our Student Engagement and Wellbeing Policy | * Evaluation of the effectiveness of PL on the use of Quality to increase students participation of school life both within their classrooms and beyond * Audit planners and programs to gauge the depth of knowledge and seamless application of the Quality philosophy which includes greater personalised learning opportunities and supports engagement and enables GRR * Evaluate the effectiveness of differentiation in planners and programs To replicate the successful elements of the REAP initiative * Evaluating how successfully our teaching programs scaffolded the GRR and supported students’ personal and social capabilities * Continue school wide intra transition program * Review of our Student Engagement and Wellbeing Policy | * Successful implementation of the SSP strategies that foster a safe and supportive environment for all students and members of our school community * Clear set of recommendations to inform our new SSP |

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| **Wellbeing**  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. | | **Key improvement strategies** |
| **Goals**  Continue to strengthen the processes and protocols, which support student wellbeing. | To use a PDSA to ensure we continue to build upon our school culture of a safe and supportive environment for all students and members of our school community | Using a PDSA, work with the relevant stake holders defined in our systems view to revise and reaffirm our school values  Review and improve our Student Engagement and Wellbeing Policy and consistently implement a clearly articulated process of responding to social and behaviour issues as they arise  Strengthen our ability to provide an inclusive school environment to support our students with special needs  Explore and further enhance programs that support students in developing their sense of wellbeing  Work with student focus groups to identify issues and implement improvements |
| **Targets**  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. | Parent Opinion survey - increase the mean factor score to match or better the school type score for behaviour management in the School Climate section  Student Morale Attitudes to School data to increase beyond the 1st quartile in Percentile by Factor 5-6 view  Increase the performance of our students in the Personal and Social Capability over the life of our strategic plan  *NOTE: Due to the transition from AusVELS to Victorian Curriculum we will not be able to compare data from Interpersonal Learning with that of Personal and Social Capability until the end of 2016 when we will establish our baseline data and set a specific target.* |
| **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. | A young person's social and emotional wellbeing is associated with greater motivation and success in school, as well as positive outcomes later in life (post-secondary education, employment, healthy lifestyles, physical and psychological wellbeing).  Students who perceive a positive school climate also tend to have higher levels of wellbeing. Students who feel that they belong at school tend to attend school more often and show higher academic achievement.  In the Program for Students with Disabilities Guide 2012, the Department of Education and Early Childhood Development have stated that: “Effective schools recognise and respond to diverse student needs, expect that every student has the ability to learn, and endeavour to ensure that every learner is successful.”  To ensure this teachers’ need to know their learners and use this information to plan to meet their needs. Make sure the learning is inclusive and differentiated. Ensure assessment includes multiple ways for students to demonstrate learning. The school has to create an environment where all students are included and able to demonstrate their learning and share their ideas in a variety of ways. By working together with a clear focus and shared understanding we improve our chances of achieving our goals. |
|  | **Actions** | **Success criteria** |
| **Year 1 (2016)**  Using a PDSA, work with the relevant stake holders defined in our systems view to revise and reaffirm our school values  Review and improve our Student Engagement and Wellbeing Policy and consistently implement a clearly articulated process of responding to social and behaviour issues as they arise  Strengthen our ability to provide an inclusive educational environment to support our students with special needs  Work with student focus groups to identify issues and implement improvements | * Use the PPPS systems view to ensure all stake holders are consulted when working through our Values review including JSC, SC, Coffee and Chat etc. * Develop a survey mechanism where both parents and students can show commitment to values e.g. consensogram * Develop a working party to revise our student engagement policy and seek endorsement from our school community * Home group teachers work with their students to develop shared ownership of behavioural expectations and related processes * Follow process for approval of policy * Deliver targeted PL and support staff in providing an inclusive environment for their students with special needs * Create environments to cater for a wide range of activities including creative and quiet play opportunities * Initially work with JSC as the focus group. Then use a couple of JSC’s and other students as basis for focus groups | * Endorsement and publication of our revised school values after our consultative process * School council ratification of our revised student engagement Policy * Evidence gathered from ILPs, PSG meetings and welfare coordinators of improved sense of wellbeing at school for those students * Focus group of students report improvements in sense of wellbeing at school |
| **Year 2 (2017)**  Using a PDSA, work with the relevant stake holders defined in our systems view to revise and reaffirm our school values.  Strengthen our ability to provide an inclusive educational environment to support our students with special needs  Explore and further enhance programs that support students in developing their sense of wellbeing  Review and improve our Student Engagement and Wellbeing Policy and consistently implement a clearly articulated process of responding to social and behaviour issues as they arise | * To ensure the revised values are promoted throughout all levels of our school community and all documentation is adjusted to reflect changes * Monitor and adjust the delivery of targeted PL to meet the current needs of staff and support them in establishing an inclusive environment for students with special needs * Ensure environments continue to cater for a wide range of activities and abilities including creative and quiet play opportunities * SIT or designated working party to investigate and make recommendations about the introduction of new or the strengthening of our existing wellbeing program with a focus on strategies such as GRR, YCDI capabilities of Getting Along and Resilience, the concept of Mindfulness * Revisit the policy and process at the start of the year to ensure a consistent understanding by all staff | * Community wide familiarisation of our the revised School Values * All relevant documentation updated * Evidence gathered from teachers’ planners, ILPs, PSG meetings and welfare coordinators of improved sense of wellbeing at school for those students * Endorsement and adoption of recommendations where appropriate * Consistent school wide implementation |
| **Year 3 (2018)**  Using a PDSA, work with the relevant stake holders defined in our systems view to revise and reaffirm our school values  Strengthen our ability to provide an inclusive educational environment to support our students with special needs  Explore and further enhance programs that support students in developing their sense of wellbeing  Review and improve our Student Engagement and Wellbeing Policy and consistently implement a clearly articulated process of responding to social and behaviour issues as they arise | * Continue to ensure there is a consistent understanding and adoption of our values in all aspects of school life. * Monitor and continue to support staff through the delivery of targeted PL, and coaching * Implement the working party’s recommended programs or strategies * Revisit the policy and process at the start of the year to ensure a consistent understanding by all staff | * A shared understanding of our school values is consistently followed in all school programs and activities, and our school community is familiar with our values based approach. * Continue to gather evidence from feedback, teachers’ planners, ILPs, PSG meetings and welfare coordinators to monitor effective of these strategies. * Consistent school wide implementation * Updated policy and program |
| **Year 4 (2019)**  Using a PDSA, work with the relevant stake holders defined in our systems view to revise and reaffirm our school values  Strengthen our ability to provide an inclusive educational environment to support our students with special needs  Review and improve our Student Engagement and Wellbeing Policy and consistently implement a clearly articulated process of responding to social and behaviour issues as they arise | * Survey relevant PPPS stake holders on the impact of the school values in promoting wellbeing * Review the impact of PL and the support in the establishment of an inclusive environment for all students with special needs * Review the impact of our student engagement policy its effectiveness and consistent implementation | * Successful implementation of the SSP strategies that foster a safe and supportive environment for all students and members of our school community * Clear set of recommendations to inform our new SSP |

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| **Productivity**  Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.  Successful productivity outcomes exist when a school uses its resources to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | | **Key improvement strategies** |
| **Goals**  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. | To ensure all our resources, including staffing, physical resources, school organisation and educational resources are align to strengthen and support our work in implementing our School Strategic Plan and our School Vision | * Each year use Quality tools to determine allocation of resources for the following year. * Ensure a clear focus on what is important – in particular that PL is closely aligned with the strategic intentions of the school. * Devise an effective class structure and build teaching teams that best meet the needs of our students. * Ensure that timetabling and daily organisation takes into account the diverse needs of our school, ensure equitable access to programs and honour the staffing agreement. * Documented Facilities Plan to provide ongoing direction for future developments and maintenance of school facilities and regular review by school council of the facilities plan |
| **Targets**  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. | Staff opinion survey – Increase the percentage score for Collective Efficacy (School staff believe they have the necessary skills, expertise and resources to successfully educate students.) to 85% or better |
| **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. | By working together with a clear focus and shared understanding we improve our chances of achieving our goals. |
|  | **Actions** | **Success criteria** |
| **Year 1 (2016)**   * Use Quality tools to determine allocation of resources for the following year * Ensure a clear focus on what is important – in particular that PL is closely aligned with the strategic intentions of the school * Devise an effective class structure and build teaching teams that best meet the needs of our students * Ensure that timetabling and daily organisation takes into account the diverse needs of our school, ensure equitable access to programs and honour the staffing agreement. * Documented Facilities Plan to provide ongoing direction for future developments and maintenance of school facilities | * Principal to consult with staff and use Quality tools to determine staff priorities in resource allocation * Documented term by term PL planner to ensure the PL is strategic in both its content and timing * Gather feedback from staff after PL activities to monitor the relevance and effectiveness of the session and ideas for further PL * In term 4 undertake a process to determine appropriate class structure and teaching teams incorporates school council consultation and staff working force planning and where possible each teaching team will have a spread of experience and mix of gender * Timetables for curriculum and student supervision and distributed to staff in a timely fashion * Regular review by school council of the facilities plan | * An alignment of school budgets which best meet the competing demands of the school stake holders * Positive feedback from staff after PL activities about the relevance and effectiveness * Successful class structure and cooperative teaching teams functioning at all year levels and specialist unit. * Smooth operations of the schools daily organization * A well maintaining and stimulating school physical environment |
| **Year 2 (2017)**   * Use Quality tools to determine allocation of resources for the following year * Ensure a clear focus on what is important – in particular that PL is closely aligned with the strategic intentions of the school * Devise an effective class structure and build teaching teams that best meet the needs of our students * Ensure that timetabling and daily organisation takes into account the diverse needs of our school, ensure equitable access to programs and honour the staffing agreement * Documented Facilities Plan to provide ongoing direction for future developments and maintenance of school facilities | * Principal to continue to consult with staff and use quality tools to determine staff priorities in resource allocation * Maintain a documented term by term PL planner to ensure the PL is strategic in both its content and timing * Continue to gather feedback from staff after PL activities to monitor the relevance and effectiveness of the session and ideas for further PL * In term 4 undertake a process to determine teaching teams incorporates working force planning staff consultation and where possible each team to will have a spread of experience and mix of gender * Continue the process of establishing timetables for curriculum and student supervision and distributed to staff in a timely fashion * Yearly review by school council of the facilities plan | * An alignment of school budgets which best meet the competing demands of the school stake holders * Positive feedback from staff after PL activities about the relevance and effectiveness * Successful classroom structures and cooperative teaching teams functioning at all year levels and specialist unit * Smooth operations of the schools daily organization * A well maintaining and stimulating school physical environment |
| **Year 3 (2018)**   * Use Quality tools to determine allocation of resources for the following year. * Ensure a clear focus on what is important – in particular that PL is closely aligned with the strategic intentions of the school. * Devise an effective class structure and build teaching teams that best meet the needs of our students. * Ensure that timetabling and daily organisation takes into account the diverse needs of our school, ensure equitable access to programs and honour the staffing agreement. * Documented Facilities Plan to provide ongoing direction for future developments and maintenance of school facilities | * Principal to continue to consult with staff and use quality tools to determine staff priorities in resource allocation * Continue to gather feedback from staff after PL activities to monitor the relevance and effectiveness of the session and ideas for further PL * Maintain a documented term by term PL planner to ensure the PL is strategic in both its content and timing * In term 4 undertake a process to determine teaching teams incorporates working force planning staff consultation and where possible each team to will have a spread of experience and mix of gender * Continue the process of establishing timetables for curriculum and student supervision and distributed to staff in a timely fashion * Yearly review by school council of the facilities plan | * An alignment of school budgets which best meet the competing demands of the school stake holders * Positive feedback from staff after PL activities about the relevance and effectiveness * Successful cooperative teaching teams functioning at all year levels and specialist unit * Smooth operations of the schools daily organization * A well maintaining and stimulating school physical environment |
| **Year 4 (2019)**   * Use Quality tools to determine allocation of resources for the following year. * Ensure a clear focus on what is important – in particular that PL is closely aligned with the strategic intentions of the school. * Devise an effective class structure and build teaching teams that best meet the needs of our students. * Ensure that timetabling and daily organisation takes into account the diverse needs of our school, ensure equitable access to programs and honour the staffing agreement. * Documented Facilities Plan to provide ongoing direction for future developments and maintenance of school facilities | * To seek staff feedback on the annual consultation process which determined resource allocation * To review the relevance and effectiveness of the annual termly PL planners * To seek staff feedback on the annual consultation process which determined teaching teams and our working force planning process * To seek staff feedback on our the process for developing timetables for curriculum and student supervision and distributed to staff in a timely fashion * Reflect on what has been achieved in the last 3 years and set long term goals for major project work around the school | * An alignment of school budgets which best meet the competing demands of the school stake holders * Positive feedback from staff after PL activities about the relevance and effectiveness * Successful cooperative teaching teams functioning at all year levels and specialist unit. * Smooth operations of the schools daily organization * A clearly documented facilities plan to set the direction for future improvement of our school physical environment |
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