DRAFT
School Strategic Plan for
Patterson Lakes Primary School
5190
2016-2019

The grey boxes included throughout this template denote either components of the School Strategic Plan that are mandated by either legislative or regulatory requirements, or drafting notes to support schools in their development of the plan. Please remove these notes once the Plan is complete.

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 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 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.”

Effective planning
There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These includes:

- Engaging the whole school community in the development process
- Defining the school’s vision, purpose and values
- Focusing on a ‘desired future’ for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- 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.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.
## Endorsements

| Endorsement by School Principal | Signed……………………………………….
|---------------------------------|-----------------------------------------|
|                                 | Name……………………………………….
|                                 | Date……………………………………….

| Endorsement by School Council | Signed……………………………………….
|------------------------------|-----------------------------------------|
|                              | Name……………………………………….
|                              | 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 Training.” This template forms the guidelines.
**School Profile**

**Purpose**
The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school’s strategic planning decisions and for ongoing performance against the school’s stated objectives and values.

**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.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a safe and challenging learning environment, empowering students to strive for personal excellence and become lifelong learners.</td>
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</tr>
</tbody>
</table>

**Guiding Principles**
- To provide a strong, innovative educational program that personalises learning for every student.
- To embed a culture of continuous improvement focussed on student achievement and school performance.
- To foster an ICT pedagogy in order to acquire the necessary skills and knowledge to become effective global citizens.
- To embrace diversity within our school community where the values of Integrity, Respect and Excellence are upheld.
- To ensure a community where each child is listened to, feels safe and is valued.
- To maintain an effective partnership between staff, students, families and the local community.

<table>
<thead>
<tr>
<th>Values</th>
<th>Integrity in all we do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for ourselves, each other and our environment</td>
<td></td>
</tr>
<tr>
<td>Excellence in all our endeavours that lead to high quality performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Context</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD. The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. Our buildings include 11 permanent...</td>
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</tbody>
</table>
classrooms, 12 relocatables, a visual arts room, library, learning technologies centre, administration block and a multipurpose facility. During 2010, the school completed a multipurpose facility through the Federal Government’s BER program and in 2014 the Staff Room was relocated to accommodate the growth in staff numbers and a Science Room was developed. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts. Since 2006, the school has grown from 437 to 733 students offering an attractive, safe and stimulating learning environment. This growth was largely due to families enrolling from outside the Patterson Lakes area. Outside enrolments make up 40% of the school’s population. The school currently operates a Neighbourhood Enrolment Zone to restrict student growth and this has seen a stable enrolment over the past 4 years. The increase also reflects the improved profile of the school in terms of student achievement, extra curricula programs and quality of teachers. Staffing increased from 42 to 56, which included the employment of 12 graduate teachers since the last review period. The school has 47.6 equivalent full time staff - 2 Principal Class, 35.4 teachers and 10.2 Education Support Staff . The school’s Family Occupation index has reduced from 0.52 to 0.46 since the previous review period, indicating that students are less likely to be disadvantaged. 6.5% of students have a language background other than English where English is not spoken at home.

Over 90% of students achieved at, or above, the expected AusVELS level in English and Mathematics.

Year 3 and 5 NAPLAN results indicate that students performed well above the state mean in all areas tested, and above students in other primary schools based on intake adjusted performance data in both English and Mathematics.

A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in improved growth across all year levels.

Patterson Lakes Primary is a progressive school that is committed to the development of its staff and to the improvement of student learning. The school’s values of Integrity, Respect and Excellence form the moral purpose of the school and the foundation for ensuring the best environment for all members of our community.

The school has a strong culture of high expectations, relationship building, curriculum delivery and extra curricular programs. Our programs are designed to cater for the needs of students by providing a differentiated curriculum and ‘point of learning’ focus. This includes a variety of enrichment programs, both within and beyond regular classrooms. There is a strong partnership between parents and staff, with a high level of parent participation on school council and committees, Parents and Friends Association, Classroom Liaison Parents, classroom helpers, and in fundraising and social activities.

The school implemented KidsMatter as a whole-school approach to improving student’s mental health and wellbeing. KidsMatter has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties, and has allowed the school to work more authentically with parents. The school offers strong pastoral care, a rich student voice program through leadership programs, and a vibrant House System which provides students with a stronger connectedness with their peers beyond the classroom.

Service Standards

**Drafting note:** In accordance with the school’s purpose and values, this section provides an opportunity to clearly articulate to the
Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.

**Examples:**

**General**
- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

**Specific**
- The school will respond to all communication by parents and caregivers within 2 working days.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- Students will play an active part in the development and review of the school’s behaviour policies.
- All teachers will provide timely and targeted feedback to students on their work.
Strategic Direction

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

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

**Regulatory context**

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

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>To improve student achievement in literacy and numeracy.</th>
<th>Increase the percentage of students achieving above the expected achievement levels in all assessments of literacy and numeracy.</th>
<th>Embed an agreed P-6 instructional model in reading, writing and mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve student achievement in Science.</td>
<td>Increase the percentage of students achieving at and above the expected level in Science.</td>
<td>Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability.</td>
</tr>
<tr>
<td></td>
<td>Ensure alignment between NAPLAN data and teacher judgements.</td>
<td>Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.</td>
</tr>
<tr>
<td></td>
<td>Increase the percentage of students achieving high growth on NAPLAN relative growth assessments.</td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>To deepen student engagement in learning and stimulate creativity, curiosity and critical thinking.</th>
<th>Attitudes to School Survey variable means including learning confidence, school connectedness, stimulating learning, student motivation and teacher effectiveness.</th>
<th>Plan for challenging goals and effective feedback for all students and teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Staff Survey variable means including collective responsibility, teacher collaboration, collective focus on student learning, parent and community involvement and applicability of professional learning.</td>
<td>Build opportunities for improved student voice in learning and understanding of their own learning process.</td>
</tr>
<tr>
<td></td>
<td>Plan for challenging goals and effective feedback for all students and teachers.</td>
<td>Develop opportunities for parents to be actively engaged in their children’s learning.</td>
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</tbody>
</table>
**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.

| To enhance support for every student in order to develop students who are motivated, engaged and resilient. | Attitudes to School Survey variable means including student safety, student morale, school connectedness, student motivation and teacher empathy. Parent Opinion Survey means including parent input, student safety, school connectedness, student motivation, homework and general satisfaction. School Staff Survey – parent and community involvement and collective responsibility variables. | Embed a whole school approach to student wellbeing that focuses on the school’s values and improved student voice. Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate. |

**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 – 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

| To optimise the allocation of resources (human, financial, time, space and materials) in accordance with the school’s goals and priorities. | School Staff Survey measures of teacher satisfaction with professional learning variables and school climate variables including academic emphasis, collective focus on student learning, guaranteed and viable curriculum. Parent satisfaction with school improvement. Improvement in student outcomes as evidenced by teacher judgements and NAPLAN. Improvement in school developed feedback surveys. | Develop a 4 year resource allocation plan in accordance with the School Strategic Plan. Annually evaluate the allocation of resources and the impact on student learning outcomes. Refine and amend resource allocation as appropriate. |
support improved student outcomes and achieve its goals and targets.
# School Strategic Plan 2016-2019: Indicative Planner

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

## Key Improvement Strategies

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions</th>
<th>Achievement Milestone</th>
</tr>
</thead>
</table>
| Year 1 (2016) | - Continue coaching using external and internal coaches in Independent Reading, Differentiated Maths and Science.  
- Revisit planning documentation for Reading and Maths.  
- Develop planning documentation for Writing.  
- Provide staff with appropriate planning time together through the timetable. | - GROWTH model reflection proforma to be completed prior to and after coaching.  
- Year level termly and weekly planning.  
- Organisation of a whole school timetable to allow for collaborative planning for year levels.  
- Units of work (Integrated) delivered that show an improved size effect.  
- PD plans, observations, learning walks and planning documentation. |
| Year 2 (2017) | - Continue coaching using external and internal coaches in Independent Reading, Differentiated Maths and Science.  
- Introduce external coach for Writing – Stephen Graham.  
- Use/integrate Science as a conduit to improve Reading, Writing and Mathematics. | - Increased % of students from C>B and B>A in reporting with the Victorian Curriculum.  
- Increased % of Year 5 students in NAPLAN Band 7 and Year 3 students in NAPAN Band 5.  
- Improved PAT Science and SISAT results for Years 2-6. |
| Year 3 (2018) | - Continue coaching using external and internal coaches in Independent | - Increased % of students from C>B and B>A in reporting with the Victorian |
- Continue external coaching for Writing.  
- Use Hall and Hord’s ‘Levels of Use’ framework to plan and monitor high leverage teaching practice.  
- Increased % of Year 5 students in NAPLAN Band 7 and Year 3 students in NAPAN Band 5.  
- Improved PAT Science and SISAT results for Years 2-6. | Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan. | Review year. |
| --- | --- | --- | --- | --- |
| **Achievement**  
2. Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability. | Year 1 (2016) | Continue peer coaching and observations.  
- Provide and seek feedback from colleagues and students.  
- Create a whole school PD plan in line with Strategic Plan goals and targets.  
- Professional readings targeted at building knowledge of Instructional Models.  
- Increased PD opportunities for the Leadership team and aspiring leaders through Bastow, Kingston Network, Wayne Craig’s Powerful Teaching and Learning and NESLI (National Excellence in School Leadership Initiative).  
- Continue Science coaching.  
- Explore the use of Google Drive for collaborative planning to enable more opportunity for professional learning/sharing. | Student growth through data analysis.  
- Impact of PD in classrooms through feedback.  
- Develop video PDs of excellent teaching practice.  
- Teacher growth and P&D plan/review outcomes.  
- Year level teams to provide PD for staff.  
- Improved Staff Survey results.  
- Improved Science data with more students at and above the expected level (AusVELS, SISAT, PAT Science). |  |
| Year 2 (2017) | Provide further opportunities to further develop staff for succession planning.  
- Increase PD options (budget) for individual staff. |  | Student growth through data analysis.  
- Impact of PD in classrooms through feedback.  
- Develop video PDs of excellent teaching practice. |  |
Teacher growth and P&D plan/review outcomes.
Year level teams to provide PD for staff.
Improved Staff Survey results.
Improved Science data with more students at and above the expected level (AusVELS, SISAT, PAT Science).

Year 3
(2018)
- Provide further opportunities to further develop staff for succession planning.
- Increase PD options (budget) for individual staff.
- Student growth through data analysis.
- Impact of PD in classrooms through feedback.
- Develop video PDs of excellent teaching practice.
- Teacher growth and P&D plan/review outcomes.
- Year level teams to provide PD for staff.
- Improved Staff Survey results.
- Improved Science data with more students at and above the expected level (AusVELS, SISAT, PAT Science).

Year 4
(2019)
- Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan.
- Review year.
- Differentiated programs catering for individual needs.
- Feedback from teams on how they are applying their data analysis to inform their teaching.
- Improved % of growth for Year 5 students in the ‘high’ growth area of NAPLAN – reading, Writing & Number.
- 12+ months growth for every student.

Achievement
3. Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.

Year 1
(2016)
- Review our assessment tools for their value through staff feedback, Assessment & Reporting team and the Professional Learning Team.
- Use of SPA program to inform teaching.
- Participate in the INSIGHT Assessment Platform pilot program for online assessments.
- Analyse cohort data in your year level teams.
- Moderation to build skills and knowledge.
- Differentiated programs catering for individual needs.
- Feedback from teams on how they are applying their data analysis to inform their teaching.
- Improved % of growth for Year 5 students in the ‘high’ growth area of NAPLAN – reading, Writing & Number.
- 12+ months growth for every student.

Year 2
(2017)
- Use assessment tools recommended through review in 2016 and continue the investigation of further tools to assist.
- Continue the use of SPA program and
- Differentiated programs catering for individual needs.
- Feedback from teams on how they are applying their data analysis to inform
<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Note</th>
</tr>
</thead>
</table>
| Year 3 (2018) | ▪ Continue the use of assessment tools and ongoing investigation of further tools to assist.  
▪ Continue the use of the SPA program.  
▪ Continue to analyse cohort data in your year level teams.  
▪ Continue to moderate to build skills and knowledge. | ▪ Improved % of growth for Year 5 students in the 'high' growth area of NAPLAN – reading, Writing & Number.  
▪ 12+ months growth for every student. |
| Year 1 (2016) | ▪ Use a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed.  
▪ Introduce Peer Coaching to gain feedback on effectiveness of teaching.  
▪ Introduce use of online collaborative tools that provide feedback to students e.g. Office 365, GAFE.  
▪ Consistent personalised goal setting across the school. | ▪ Use Hattie’s effect size to measure impact of teaching through Pre and Post testing.  
▪ Analyse growth shown in post assessment results.  
▪ Improved results of Student Attitudes Survey in Student Motivation, Teacher Effectiveness, Stimulating Learning.  
▪ Use of SPA program to determine Zone of Proximal Development.  
▪ Use of planning documentation to assist with the setting of challenging goals. |
| Year 2 (2017) | ▪ Revisit student survey of POLT.  
▪ Use of Socrative Survey and Survey Monkey  
▪ Continue to use and build upon a variety of assessment forms to determine entry levels of students, enabling | ▪ Continue to use Hattie’s effect size to measure impact of teaching through Pre and Post testing.  
▪ Continue to analyse growth shown in post assessment results.  
▪ Continue to improve results of Student |

**Engagement**

1. Plan for challenging goals and effective feedback for all students and teachers.
| Year 3 (2018) | Continue to use the Socrative Survey and Survey Monkey. Continue to use and build upon a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed. Embed Peer Coaching to gain feedback on effectiveness of teaching. Continue to use and build upon online collaborative tools that provide feedback to students. | Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan. | Review year. |
| Year 4 (2019) | Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan. | Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan. | Review year. |

**Engagement**

2. Build opportunities for improved student voice in learning and understanding of their own learning process.

<p>| Year 1 (2016) | Investigate the provisions of simple continua to inform students of their learning progress. More focus on negotiated learning. Provide more opportunities for student feedback to peers and teachers. Use 1:1 program in Years 3 and 4 as a tool for Student Self-assessment. | Make students learning visible to them through learning intentions and success criteria. Improved results of Student Attitudes Survey in School Connectedness. |
| Year 2 | Continue with the use of simple continua to inform students of their | Make students learning visible to them through learning intentions and success criteria. Improved results of Student Attitudes Survey in School Connectedness. |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>(2017)</th>
<th>Learning progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Continue to focus on negotiated learning.</td>
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<tr>
<td></td>
<td>▪ Continue to provide opportunities for student feedback to peers and teachers.</td>
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<td></td>
<td>▪ Use 1:1 program in Years 3, 4 and 5 as a tool for Student Self-assessment and Peer assessment.</td>
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<td></td>
<td>▪ Introduce rubrics for student learning.</td>
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<td></td>
<td>▪ Continued improvement of results of Student Attitudes Survey in School Connectedness.</td>
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<tr>
<td></td>
<td>▪ Students will be able to articulate where they are at with their learning and where they need to go next.</td>
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<tr>
<td>Year 3</td>
<td>(2018)</td>
<td>Continue with the use of simple continuums to inform students of their learning progress.</td>
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<tr>
<td></td>
<td>▪ Continue to focus on negotiated learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Continue to provide opportunities for student feedback to peers and teachers.</td>
<td></td>
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<tr>
<td></td>
<td>▪ Use 1:1 program in Years 3 - 6 as a tool for Student Self-assessment and Peer assessment.</td>
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</tr>
<tr>
<td></td>
<td>▪ Continue to use rubrics for student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Make students learning visible to them through learning intentions and success criteria.</td>
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<tr>
<td></td>
<td>▪ Continued improved results of Student Attitudes Survey in School Connectedness.</td>
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<td></td>
<td>▪ Student self-assessment reports in June and December.</td>
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<tr>
<td></td>
<td>▪ Students will be able to articulate where they are at with their learning and where they need to go next.</td>
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<tr>
<td>Year 4</td>
<td>(2019)</td>
<td>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan.</td>
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<tr>
<td></td>
<td>▪ Review year.</td>
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</tr>
</tbody>
</table>

**Engagement**

3. Develop opportunities for parents to be actively engaged in their children’s learning.

<table>
<thead>
<tr>
<th>Year</th>
<th>(2016)</th>
<th>Increase the number of Activity/Games/Open Nights and Days; Information Forums and Expos, building in the concept of curiosity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Provide more opportunities for parent involvement in camps and excursions.</td>
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<tr>
<td></td>
<td>▪ Use parent expertise for classroom and school activities (survey parents re skills).</td>
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<td></td>
<td>▪ Investigate Powerful Teaching and Learning Theories of Action for authentic relationships.</td>
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<td></td>
<td>▪ Introduce 1:1 Parent and Student Workshops.</td>
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<td></td>
<td>▪ Improved Parent Opinion Survey results in Parent Input, Approachability and General Satisfaction.</td>
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<tr>
<td></td>
<td>▪ Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos and classroom activities.</td>
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<tr>
<td>Year 2</td>
<td>Revisit school website set up.</td>
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<tr>
<td></td>
<td>▪ Build on the number of</td>
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<tr>
<td></td>
<td>▪ Improved Parent Opinion Survey results in Parent Input, Approachability and</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Activity/Games/Open Nights and Days; Information Forums and Expos, building in the concept of curiosity.</td>
<td>General Satisfaction.</td>
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</tr>
<tr>
<td>(2017)</td>
<td>▪ Continue to provide more opportunities for parent involvement in camps and excursions.</td>
<td>▪ Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos and classroom activities.</td>
</tr>
<tr>
<td></td>
<td>▪ Continue to build on the use of parent expertise for classroom and school activities (survey parents re skills).</td>
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</tr>
<tr>
<td></td>
<td>▪ Build on the 1:1 Parent and Student Workshops.</td>
<td></td>
</tr>
<tr>
<td>(2018)</td>
<td>▪ Continue to build on the number of Activity/Games/Open Nights and Days; Information Forums and Expos, building in the concept of curiosity.</td>
<td>▪ Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos and classroom activities.</td>
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<tr>
<td></td>
<td>▪ Continue to provide more opportunities for parent involvement in camps and excursions.</td>
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<td></td>
<td>▪ Continue to build on the use of parent expertise for classroom and school activities (survey parents re skills).</td>
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<td></td>
<td>▪ Continue to offer 1:1 Parent and Student Workshops.</td>
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<tr>
<td>Year 4</td>
<td>▪ Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan.</td>
<td>Review year.</td>
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<tr>
<td></td>
<td>▪ Investigate social and emotional learning for a whole school wellbeing and resilience approach.</td>
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<td></td>
<td>▪ Implement InSPIRE (PLPS linear model to student wellbeing incorporating fitness and wellbeing).</td>
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<td></td>
<td>▪ Continue class representative meetings focusing on student voice.</td>
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<td>▪ Investigate Mindfulness.</td>
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</tbody>
</table>

**Wellbeing**

1. Embed a whole school approach to student wellbeing that focuses on the school’s values and improved student voice.
|-----------|--------------|--------------|--------------|--------------|
| **2. Build and enhance positive home and school** | ▪ Review homework activities/policy and ensure consistency across the school.  
▪ Investigate the use of portal contact for parents.  
▪ Investigate Compass and Sentral programs for wellbeing and reporting. | ▪ Implement Kids Matter Component 2.  
▪ Build on social and emotional learning for a whole school wellbeing and resilience approach.  
▪ Build on the use of InSPIRE (PLPS linear model to student wellbeing incorporating fitness and wellbeing).  
▪ Continue class representative meetings focusing on student voice.  
▪ Reflect and review Mindfulness. | ▪ Build on social and emotional learning for a whole school wellbeing and resilience approach.  
▪ Build on the use of InSPIRE (PLPS linear model to student wellbeing incorporating fitness and wellbeing).  
▪ Continue class representative meetings focusing on student voice.  
▪ Embed Mindfulness. | ▪ Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan. |
| | | ▪ Support of Junior School Council in their goal setting. | ▪ Improved Student Attitudes Survey results in the areas of Student Morale, Student Safety, School Connectedness, Student Motivation and Teacher Empathy.  
▪ Improved Kids Matter survey results.  
▪ Impact of student voice through class meetings in transformation.  
▪ Improved Parent Opinion Survey results in the areas of Student Safety, School Connectedness and Student Motivation.  
▪ Support of Junior School Council in their goal setting. | ▪ Review year. |
| | | | ▪ Improved Student Attitudes Survey results in the areas of Student Morale, Student Safety, School Connectedness, Student Motivation and Teacher Empathy.  
▪ Improved Kids Matter survey results.  
▪ Impact of student voice through class meetings in transformation.  
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▪ Support of Junior School Council in their goal setting. | | |
partnerships so all stakeholders have the opportunity to fully participate.

| Year 2  | Provide more opportunities for families to be involved.  
|        | Provide more opportunities for celebrations with families.  
|        | Ensure consistency of homework activities across the school.  
|        | Set up portal contact for parents.  
|        | Further investigate the software programs available for wellbeing and reporting.  
|        | Continue to improve the consultation process with Individual Learning Improvement Plans (ILIP) – ensure teachers meet with parents to discuss.  
|        | Improved participation of families in a range of school activities.  
|        | Improved Parent Opinion Survey results in the areas of Homework and General Satisfaction.  
|        | Improved consultation process with parents regarding ILIP meetings and documentation signed.  

| Year 3  | Continue to provide opportunities for families to be involved.  
|        | Continue to provide opportunities for celebrations with families.  
|        | Ensure consistency of homework activities across the school.  
|        | Use of portal contact for parents.  
|        | Use of a suitable software program for wellbeing and reporting.  
|        | Embed the consultation process with Individual Learning Improvement Plans (ILIP).  
|        | Improved participation of families in a range of school activities.  
|        | Improved Parent Opinion Survey results in the areas of Homework and General Satisfaction.  
|        | Improved consultation process with parents regarding ILIP meetings and documentation signed.  

| Year 4  | Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan.  
|        | Review year.  

| Productivity | Allocation of funds (including equity funds, including equity funds, to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.  
|              | Improved Staff Opinion Survey results in Instructional Leadership.  
|              | Improvement in staff self-assessment of the AITSL continuum.  

1. Develop a 4 year resource allocation plan in Year 1 (2016).
accordance with the School Strategic Plan.

<table>
<thead>
<tr>
<th>Year 2  (2017)</th>
<th>Allocation of funds for professional leadership opportunities for the leadership team members and aspiring leaders through Bastow, the Kingston Network, NESLI and Powerful Teaching &amp; Learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3  (2018)</td>
<td>Continue to allocate funds, including equity funds, to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.</td>
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<td>Continue to allocate funds for professional leadership opportunities for the leadership team members and aspiring leaders through Bastow, the Kingston Network, NESLI and Powerful Teaching &amp; Learning.</td>
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<td>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan.</td>
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<td>Improved Staff Opinion Survey results in Instructional Leadership.</td>
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<td>Improvement in staff self-assessment of the AITSL continuum.</td>
</tr>
</tbody>
</table>

### Productivity

<table>
<thead>
<tr>
<th>Year 1  (2016)</th>
<th>Evaluation of coaching programs and resources in English, Maths and Science.</th>
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</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Continue to evaluate the coaching</td>
</tr>
<tr>
<td></td>
<td>Complete program Evaluations and Action Plans for English, Maths and Science.</td>
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</tbody>
</table>
2. Annually evaluate the allocation of resources and the impact on student learning outcomes. Refine and amend resource allocation as appropriate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
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</table>