

School Strategic Plan for Lalor North  
Primary School  
5035  
2016-2019



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>CLN</i> .....</p> <p>Name..... <i>CLARE READ</i> .....</p> <p>Date..... <i>15.2.16</i> .....</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>J Gillard</i> .....</p> <p>Name..... <i>Tracey Gillard</i> .....</p> <p>Date..... <i>15/2/16</i> .....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

## School Profile

<b>Purpose</b>	Lalor North Primary School aims to be a successful learning community, which supports the needs of all learners and empowers students to recognise and achieve to their potential. We employ best teaching practices and provide a welcoming and safe environment. We will equip students with skills that will enable them to become respectful and responsible citizens who can contribute positively to our rapidly changing world as future leaders in our communities.
<b>Values</b>	<p>At Lalor North Primary our decisions and actions are shaped by our agreed school values which are: respect, honesty, unity, success and resilience.</p> <p>Respect</p> <ul style="list-style-type: none"><li>• Acknowledging the rights and opinions of others, including their right to learn and to feel safe</li><li>• Being positive about others</li><li>• Knowing that I am unique and valued and liking who I am</li><li>• Behaving in a way that shows others that I care about them, and their feelings</li><li>• Looking after the environment, and our school equipment</li></ul> <p>Honesty</p> <ul style="list-style-type: none"><li>• Telling the truth about myself and others, through my words and my actions, even when this is difficult</li></ul> <p>Unity</p> <ul style="list-style-type: none"><li>• Working together with others to develop a respectful community</li><li>• Making others feel welcome and comfortable in our school</li><li>• Embracing and celebrating difference</li></ul> <p>Success</p> <ul style="list-style-type: none"><li>• Knowing that hard work and effort leads to success</li><li>• Constantly working to improve myself, and supporting others to do the same</li></ul> <p>Resilience</p> <ul style="list-style-type: none"><li>• Knowing that life has its ups and downs and that I can learn to manage them</li><li>• Learning to feel good about myself</li><li>• Learning to manage my feelings, thoughts and behaviours</li><li>• Knowing when to seek support</li></ul>

<b>Environmental Context</b>	<p>Lalor North Primary School was established in 1971 and is part of the Whittlesea Network of schools. The school draws its populations from Lalor, Thomastown, Mill Park, Epping and South Morang. The school enrolment is currently 342, and many families move in and out of the area through each school year. The school has a Student Family Occupation (SFO) density of 0.7332. The population of the school is diverse, rich in a variety of cultures and reflects the changing demographic of the locality. 73.7 per cent of students at Lalor North speak a language other than English at home, and some of these are at the very beginning stages of learning English. The majority languages spoken are Macedonian (23%), Greek (15%), Arabic (14%) and Punjabi (7%). There are several students enrolled who have disabilities and impairments and who are provided with individual programs to ensure that they work on learning activities within their zone of proximal development.</p> <p>Lalor North Primary has three buildings, including a hall and art space, along with two older buildings that have been renovated to bring a brighter, safer and more modern feel to the school. Facilities are well maintained and include a library, general purpose room, canteen and music space. The playground is large with two sets of climbing equipment, an oval, shaded areas and outdoor seating. School Council has allocated significant funds to computer equipment such as ipads, netbooks, and interactive televisions. All classrooms also have desktop computers.</p> <p>Lalor North Primary has two nationally recognised Bilingual Immersion Programs. Students enrolling are offered the opportunity of being in either the English/Macedonian bilingual program, or the English/Greek bilingual program. Students who opt for the standard curriculum program learn Italian as their language study.</p> <p>Whilst the school structure is based on the three programs, the teaching staff works in teams based on stages of learning across these programs to ensure a consistency. They collect and analyse data and reflect on the effectiveness of the team. A rigorous and supportive Performance and Development process supports a culture of improvement and desire to learn and grow amongst teachers. The Leadership team consists of the Principal, Assistant Principal and Leading Teachers, who guide the work of the Professional Learning Teams, also providing mentoring, coaching and support. The use of triads and lesson study sessions facilitate teachers working together to provide feedback and coaching. The staff includes leading and very experienced teachers as well as those at earlier career stages. Parent involvement is encouraged at Lalor North. Weekly assemblies and community events are well attended and parent volunteers support the classroom programs.</p>



## Strategic Direction

<h3>Achievement</h3> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To foster a curiosity that broadens literacy and numeracy achievement</p>	<h3>Refinement and further development of the school's instructional models (maintaining reading and writing and an initial strategic plan emphasis on mathematics)</h3> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• Planning and teaching will be reviewed against the Victorian Curriculum requirements</li> </ul> <p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>• Use of data will be improved and more rigorous moderation will take place at the team and whole school level to ensure accurate judgement against the Victorian Curriculum progression points</li> <li>• Use of data will be refined to ensure that student growth is accurately tracked and that learning is differentiated sufficiently, particularly for students who will benefit from extension.</li> </ul> <p><i>Instructional Models</i></p>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>All deemed capable students will make at least one Victorian Curriculum level progress every year, as measured by teacher judgement.</p> <p>The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools</p> <p>The percentage of students below National Minimum Standard as measured by NAPLAN at grades 3 and 5 will decrease to 0.</p> <p>The percentage of year 5 students performing in NAPLAN bands 7 and 8 will increase by 25%</p>	

<p><b>Theory of action (optional)</b> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>from 2015 figures.</p> <p>If the whole school differentiated teaching and learning models are embedded in every classroom, then consistently high quality teaching will occur and every student will demonstrate good learning progress.</p> <p>If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful and precise learning.</p>	<ul style="list-style-type: none"> <li>• The current teaching processes in reading and writing will be embedded and extended</li> <li>• A consistent approach to teaching Mathematics, including a 'Vision for excellence in teaching of Mathematics' will be developed including what it looks like in classroom practice, lesson structure and the rationale for the approach</li> </ul> <p><b><i>Continue to build teacher capacity to implement the instructional models (building on the good practice that already exists)</i></b></p> <ul style="list-style-type: none"> <li>• Teacher teams will provide the forum and focus for implementation of the instructional models and provide for teacher professional growth.</li> <li>• Further capacity building will occur to ensure that team leaders perform their role effectively</li> <li>• Teacher professional learning in teaching of numeracy will lead to more consistent approaches throughout the school supported by peer observation/mentoring processes</li> <li>• Lesson study and triad programs will continue</li> </ul> <p><b><i>Oral language program to be developed P-2</i></b></p> <p><b><i>Increase teacher knowledge regarding supporting students with English as an additional language in mainstream classrooms.</i></b></p> <ul style="list-style-type: none"> <li>• Teacher knowledge about the teaching of oral language and supporting students with English as an Additional language within the classroom will increase</li> </ul>
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		<ul style="list-style-type: none"> <li>Models of practice for oral language and EAL teaching in mainstream classrooms will be developed</li> </ul>
	<p><b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1 2016</b></p>	<ul style="list-style-type: none"> <li>Review planning and teaching against the Victorian Curriculum with a particular focus on the capabilities and digital technologies.</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Revise the mathematics policy</li> <li>Revisit the lesson structure for mathematics and ensure a consistent approach across the school</li> <li>Establish leadership for the mathematics program within the school</li> <li>Whole school professional learning program with a focus on consistency and use of open-ended tasks and thinking skills. Employ consultant to assist with program.</li> <li>Lesson study/triads to take place with a focus on lesson structure and tasks in mathematics</li> </ul> <p>Oral language</p>	<ul style="list-style-type: none"> <li>Evidence in revised scope and sequence documents, and additional planning documents for new areas.</li> <li>Revised mathematics policy will be in place</li> <li>Lesson structure will have been revised and documented</li> <li>A maths/numeracy strategic action team will be established, and will be working with a consultant on a regular basis.</li> <li>Staff attendance at professional learning, and the impact of that learning on classroom practice will be apparent through both planning and lesson observations.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Research oral language and EAL program, P-2.</li> <li>○ Establish leadership group to undertake professional learning and planning</li> </ul> <p>Assessment and tracking</p> <ul style="list-style-type: none"> <li>○ Revise assessment schedule to include regular moderation and develop clear, whole school moderation process</li> <li>○ Establish revised whole school processes for tracking of data</li> </ul> <ul style="list-style-type: none"> <li>● Re-establish School Improvement Team to oversee and evaluate effectiveness/ impact of AIP</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>○ Leading teacher to continue to coach and model consistent strategies for the teaching of reading and writing across the school, with a particular focus on differentiation and small group approaches to teaching comprehension.</li> <li>○ Embedding of Fountas and Pinnell assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ An oral language/ EAL leadership group will be in place who have undertaken professional learning and research into oral language and EAL</li> <li>○ Planning documentation will be in place for implementation of an evidence-based program in 2017.</li> <li>○ Revised assessment schedule in place, to include moderation across the school.</li> <li>○ Written moderation process is in place.</li> <li>● School Improvement Team has a clear overview of the effectiveness of the strategies being used, through ongoing monitoring and use of data.</li> <li>○ Reading and writing outcomes continue to improve as measured by NAPLAN, on demand testing and teacher judgements.</li> <li>○ Fountas and Pinnell assessment strategies are in place as part of the schedule, and showing increasing percentages of students above the level.</li> </ul>
<p><b>Year 2 2017</b></p>	<ul style="list-style-type: none"> <li>● Fully implement documented Victorian Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● The Victorian Curriculum is evident in planning documentation, and assessment.</li> </ul>

	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>○ Establish and document instructional model /shared pedagogical approach for mathematics</li> <li>○ Assessment tasks in mathematics, both formative and summative are documented and formalised across the school</li> </ul> <p><b>Oral language/EAL</b></p> <ul style="list-style-type: none"> <li>○ Whole school professional learning program in oral language/speaking and listening approaches, with a specific focus on EAL students</li> <li>○ Implement oral language program across prep – 2</li> <li>○ Refine teaching and assessment of speaking and listening 3-6</li> </ul> <p><b>Assessment and tracking</b></p> <ul style="list-style-type: none"> <li>○ Moderation process is consistently implemented across the school, including across languages</li> <li>○ Revised data tracking program in place and being used in Professional Learning Team meetings.</li> <li>○ Assessment approaches for languages refined to meet the needs of bilingual program students</li> <li>○ Differentiation supported through team planning and learning logs with a focus on students above the</li> </ul>	<ul style="list-style-type: none"> <li>○ Documented instructional model in place and staff are aware of agreed approaches to teaching and learning</li> <li>○ Assessment tasks are documented in preparation for implementation in 2018</li> </ul> <ul style="list-style-type: none"> <li>○ Increased capacity of staff to develop students oral language skills is evident in planning and classroom practice</li> <li>○ Oral language program evident in classroom practice</li> <li>○ Greater differentiation in planning and assessment for speaking and listening across the school</li> </ul> <ul style="list-style-type: none"> <li>○ Minutes of moderation meetings are evident and clear expectations at each standard established</li> <li>○ Electronic system used for tracking of data across the school</li> <li>○ Evidence of differentiated assessment approach to language for bilingual programs</li> <li>○ Learning logs in place and differentiated planning in evidence particularly for students above the level in mathematics.</li> </ul>
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	<p>level</p> <p>Literacy</p> <ul style="list-style-type: none"> <li>Leading teacher to continue to coach and model consistent strategies for the teaching of reading and writing across the school, with a particular focus on differentiation and extending students above the level</li> </ul>	<ul style="list-style-type: none"> <li>Small group differentiated reading strategies apparent in planning and classroom practice</li> </ul>
<b>Year 3 2018</b>	<p>Oral language/EAL</p> <ul style="list-style-type: none"> <li>Professional learning in needs of EAL learners across the school to further develop classroom strategies and assessment practices</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Embed and extend instructional approaches to mathematics, with a focus on catering for students at the upper levels</li> <li>Cross school implementation of mathematics tasks and assessments</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>Leading teacher to continue to coach and model consistent strategies for the teaching of reading and writing across the school, with a particular focus on differentiation and extending students above the level</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity of staff to use relevant strategies in classrooms, reflected in planning documentation</li> <li>Instructional approaches clearly visible in classroom practice, observations and planning.</li> <li>Tasks and assessments are documented in assessment schedule and implemented consistently across the year.</li> <li>Improvement in data across school reflects differentiated approach</li> </ul>
<b>Year 4 2019</b>	<ul style="list-style-type: none"> <li>School data is analysed in preparation for the school review</li> <li>An evaluation of the instructional models is conducted</li> </ul>	<ul style="list-style-type: none"> <li>Targets met</li> </ul>

- Revision of oral language/EAL program

## 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

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.

### 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 foster high levels of student engagement and connectedness with their learning

### Enhance student agency in their learning

- Approaches to enhancing students' role in goal setting and providing feedback on progress will be investigated
- Continue development of learning confidence and engagement through the setting of goals and providing of timely and constructive feedback to students
- A more stimulating environment through the use of technologies and student directed learning will be provided. This will require professional development for staff

### 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.

To maintain Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five point scale and above the state median of all school scores)

### Further build parent and community engagement with improving student learning

- Collaboration with the broad range of families in the community will be increased through a range of measures including bringing external agencies into the school, the use of expertise within our

### 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

If students are cognitively, emotionally and behaviourally engaged with schooling then their achievement outcomes will improve.

articulated in the Plan.		<p>local area and the possible establishment of a community hub</p> <ul style="list-style-type: none"> <li>• Improvement of differentiation at the upper levels will occur and communication to parents of learning outcomes will improve</li> </ul> <p><b>Continue with strategies and actions designed to promote increased attendance</b></p> <p><b>Ensure students are prepared academically, emotionally and socially for their next stage of learning, to make a smooth transition to each grade level.</b></p>
	<p><b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1 2016</b></p>	<p>Student agency and voice</p> <ul style="list-style-type: none"> <li>○ Goal setting processes for all students researched and documented through PLT structures across the school, based on Victorian curriculum capabilities</li> <li>○ Student Action Team role increased to include engaging with staff in making key decisions</li> <li>○ As part of curriculum review, develop critical thinking scope and sequence</li> <li>○ Development of whole school sustainable ICT plan</li> </ul> <p>Community engagement</p>	<ul style="list-style-type: none"> <li>○ Documented goal setting processes in place and trialled for implementation in 2017</li> <li>○ Student action team have increased role and participate in school decision making processes.</li> <li>○ Scope and sequence documentation in place for 2017, including critical thinking scope and sequence and digital technologies.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Explore use of community agencies to connect broader community with school, including possibilities of a hub</li> <li>○ Survey parents regarding student learning, and communication avenues.</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>○ Review attendance team</li> <li>○ Revise processes with focus on support for persistent non attendance</li> <li>○ Whole school strategies based on 'Every Day Counts' to be continued and strengthened</li> <li>○ Focus on lateness</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>○ Survey grade 5/6 students at beginning of year re transition into new grades. Analyse data and plan for transition process</li> <li>○ Use DRRAP program as a transition measure for grade 4/5 students</li> </ul>	<ul style="list-style-type: none"> <li>○ Community engagement increased in school through demonstrable opportunities and engagement with agencies.</li> <li>○ Survey data has led to effective strategies in place to communicate effectively with parents.</li> <li>○ Data for lateness to improve, and strategies in place for persistent non attendance.</li> <li>○ Data used to plan successful transitions for 2016/7.</li> </ul>
<p><b>Year 2 2017</b></p>	<p>Student agency and voice</p> <ul style="list-style-type: none"> <li>○ Implementation of goal setting processes consistently throughout year across the school</li> <li>○ Processes, expectations and opportunities for feedback to and between students explored and documented, based on John Hattie, Visible Learning.</li> <li>○ Student Action Team building leadership and engagement of younger students through lunchtime activity and forums</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistent goal setting processes documented and in place across the school</li> <li>○ Feedback to and between students is documented with plans in place for trials of cross-school approach in 2018.</li> <li>○ Student action team are visibly leading lunchtime engagement leading to reduction of lunchtime incidents in yard.</li> <li>○ Critical thinking curriculum visible in</li> </ul>

	<ul style="list-style-type: none"> <li>○ Critical thinking scope and sequence implemented</li> <li>○ Professional learning for teaching staff in ICT curriculum based on long term plan</li> </ul> <p>Community engagement</p> <ul style="list-style-type: none"> <li>○ Continue to build links with agencies to bring support and engagement into school with a focus on those families who are less involved</li> <li>○ Implement recommendations from parent surveys across the range of groups</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>○ Ensure consistent implementation of revised processes</li> <li>○ Whole school strategies based on 'Every Day Counts' to be continued and strengthened and developing parent understanding of the importance of consistent attendance</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>○ Cohorts provide structured transition opportunities</li> <li>○ Use DRRAP program as a transition measure for grade 4/5 students</li> </ul>	<p>planning documentation and classroom practice.</p> <ul style="list-style-type: none"> <li>○ Community engagement continues to develop and increase and recommendations from community implemented.</li> <li>○ Overall attendance data improving, and reduction in lateness.</li> <li>○ Improved data in parent survey on transition, and improved student safety data in both parent and student opinion surveys.</li> </ul>
<p><b>Year 3 2018</b></p>	<p>Student agency and voice</p> <ul style="list-style-type: none"> <li>○ Students to be provided with increased responsibility for tracking progress of their own learning and assessment across the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase in student confidence and engagement with their learning, and students able to describe/document next steps in learning.</li> <li>○ Feedback trials documented with student</li> </ul>

	<ul style="list-style-type: none"> <li>○ Feedback processes to, and between students trialled across school</li> <li>○ Continue to build role of student action team</li> <li>○ Critical thinking embedded as part of wider curriculum, through enhancement of teacher capacity</li> <li>○ Support teaching staff to implement ICT as a tool across the curriculum</li> </ul> <p>Community engagement</p> <ul style="list-style-type: none"> <li>○ Parent opportunities for engagement with learning in a range of forums increased</li> <li>○ Continue to enhance role of community and agencies within school life</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>○ Ensure consistent implementation of revised processes</li> </ul> <p>Transition</p> <ul style="list-style-type: none"> <li>○ Cohorts provide structured transition opportunities</li> </ul>	<p>and staff input into plan for embedding in 2019.</p> <ul style="list-style-type: none"> <li>○ Student Action Team taking a full and active role in school decision making processes.</li> <li>○ Professional learning in critical thinking has been undertaken and embedded in planning documentation.</li> </ul> <ul style="list-style-type: none"> <li>○ Opportunities for parent learning are part of the school structure and available across the year.</li> </ul> <ul style="list-style-type: none"> <li>○ Attendance processes are consistently implemented across the school with minimal intervention required.</li> <li>○ Continued improved data in parent survey on transition, and improved student safety data in both parent and student opinion surveys.</li> </ul>
<p><b>Year 4 2019</b></p>	<p>Student agency and voice</p> <ul style="list-style-type: none"> <li>○ Formal evaluation of goal setting and feedback processes in student learning.</li> </ul> <p>Community engagement</p> <ul style="list-style-type: none"> <li>○ Formal evaluation of parent engagement through preparation for self evaluation</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>○ Evaluate effectiveness of attendance</li> </ul>	<ul style="list-style-type: none"> <li>○ All targets are met.</li> </ul>

	<p>processes</p> <p>Transition</p> <ul style="list-style-type: none"> <li>○ Evaluate effectiveness of transition processes</li> </ul>	
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<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and have a focus on their 'personal best'</p>	<h3>Develop and consistently implement a framework for student management across the school</h3> <ul style="list-style-type: none"> <li>• School Wide Positive Behaviour and Kidsmatter frameworks implemented</li> <li>• Refinement of whole school approaches to student management, in particular consistent approaches to safety in the yard.</li> <li>• Refine approaches to student management for children where a more individualised approach is required, including support and training for teachers</li> <li>• Continue to develop anti-bullying approaches and practices</li> <li>• Implementation of a research based social and emotional learning curriculum across</li> </ul>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>To maintain the Student Attitudes to School survey mean scores for the following measures above the state median for all school scores</p> <ul style="list-style-type: none"> <li>• Classroom behaviour (and above four on the five point scale)</li> <li>• Connectedness to peers (and above four on the five point scale)</li> <li>• Student safety</li> </ul>	

<p><b>Theory of action (optional)</b> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>If there is an inclusive, safe, orderly and stimulating environment for learning, then students will experience positive learning and achievement.</p> <p>If positive and authentic, trusting relationships are maintained, then student achievement outcomes will be higher.</p>	<p>the school</p>
	<p><b>Actions</b> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1 2016</b></p>	<ul style="list-style-type: none"> <li>○ Explore opportunity for school to be part of School Wide Positive Behaviour Support Program. Revise whole school positive behaviour approaches and develop greater consistency, particularly in the yard.</li> <li>○ Revise Kidsmatter team leadership, and further develop teacher capacity in component 2 (Social and Emotional Learning).</li> <li>○ Link with other local schools in the Kidsmatter group for collegiate support and progress</li> <li>○ Finalise Social and Emotional learning curriculum and undertake professional learning</li> <li>○ Processes for Respect Ambassadors Program outlined and documented for staff, students and parents. Respect</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistent approaches to behaviour support documented for the yard and out of classroom situations.</li> <li>○ Kidsmatter team is working with other network teams, and leads staff to demonstrate and understanding of the importance of social and emotional learning.</li> <li>○ Social and emotional learning curriculum is selected and understood.</li> <li>○ Respect Ambassadors Program fully implemented and community show awareness of the program.</li> </ul>

	Ambassadors fully implemented in the yard.	
<b>Year 2 2017</b>	<ul style="list-style-type: none"> <li>○ School Wide Positive Behaviour approach. Identify students are at risk and develop and implement strategies for support and management. Undertake professional learning.</li> <li>○ Chosen Social and Emotional Learning Program is fully implemented</li> <li>○ Revise anti -bullying policy and processes</li> <li>○ Kidsmatter component 3 'Working with Parents and the Community', undertaken with professional learning for staff.</li> <li>○ Respect Ambassadors 'train the trainer model' fully implemented to achieve sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students at risk have clear plans and staff demonstrated increased confidence in managing these students.</li> <li>○ Social and emotional learning program fully implemented.</li> <li>○ New anti- bullying policy and processes in place.</li> <li>○ Respect ambassadors program students are training younger students in the model.</li> </ul>
<b>Year 3 2018</b>	<ul style="list-style-type: none"> <li>○ School Wide Positive Behaviour approach. Identify and work on strategies for students who need individual support with behaviour.</li> <li>○ Undertake professional learning on dealing with bullying.</li> </ul>	<ul style="list-style-type: none"> <li>○ Range of strategies for students who need individual support are documented and staff are implementing these consistently.</li> <li>○ Increased consistency of approach for situation involving bullying, and whole staff awareness increased .</li> </ul>
<b>Year 4 2019</b>	<ul style="list-style-type: none"> <li>○ Review and collect data on impact of Social Emotional Learning program</li> <li>○ Embed strategies implemented as part of SWPBS program</li> <li>○ Undertake Kidsmatter component 4 'Helping Children experiencing mental health difficulties'</li> <li>○ Monitor and survey students about</li> </ul>	<ul style="list-style-type: none"> <li>○ All targets met.</li> </ul>

	effectiveness of anti bullying policy.	
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<h2 style="margin: 0;">Productivity</h2> <p style="margin: 0;">Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p style="margin: 0;">Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3 style="margin: 0;">Key improvement strategies</h3> <p style="margin: 0;">Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<h3 style="margin: 0;">Goals</h3> <p style="margin: 0;">Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p style="margin: 0;">To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</p>	<p style="margin: 0;">Establish a clear and transparent connection between the goals and targets of the Education State, the school’s Strategic and Annual Implementation Plans, the work of the professional learning, leadership and School Improvement Teams, and the performance and development plans of staff members.</p>
<h3 style="margin: 0;">Targets</h3> <p style="margin: 0;">Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p style="margin: 0;">To achieve high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.</p>	<p style="margin: 0;">Build the instructional capacity of staff through professional learning, observation processes, use of student achievement data, induction, mentoring and coaching and the performance and development process.</p> <p style="margin: 0;">Build teacher capacity and confidence across the school to support professional growth and improve student learning outcomes for all children.</p>
<h3 style="margin: 0;">Theory of action (optional)</h3> <p style="margin: 0;">The Theory of Action explains the</p>		

<p>rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>		
	<p><b>Actions</b>          Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p><b>Success criteria</b>          Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1 2016</b></p>	<ul style="list-style-type: none"> <li>○ Review staff roles and responsibilities and update role descriptions to align with new Strategic direction</li> <li>○ Plan for leadership development across the school through mentoring processes</li> <li>○ Provide support for PLT leaders and opportunity for engagement with leadership team</li> <li>○ Develop a plan to strengthen and support the bilingual programs, following the review of funding by DET.</li> <li>○ Provide specific professional learning that aligns with the School Strategic Plan priorities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff role descriptions in place aligned with strategic direction.</li> <li>○ More distribution of leadership and increase in staff members taking on additional leadership roles.</li> <li>○ Documented 3 year plan for strengthening of bilingual programs in place and agreed with DET.</li> <li>○ Professional learning leading to measurable differences in student outcomes and increasing level of collective efficacy amongst staff.</li> </ul>
<p><b>Year 2 2017</b></p>	<ul style="list-style-type: none"> <li>○ Revise staff handbook to reflect clearer role descriptions</li> <li>○ Implement the first stage of the bilingual program plan</li> <li>○ Continue to build and support professional learning teams P-2, 3-4 and 5-6 through development of PLT leaders</li> <li>○ Continue to provide specific professional learning that aligns with the School</li> </ul>	<ul style="list-style-type: none"> <li>○ Revised staff handbook in place.</li> <li>○ Bilingual program plan implemented.</li> <li>○ Stronger leadership apparent at the PLT level.</li> <li>○ Professional learning leading to measurable differences in student outcomes and increasing level of collective efficacy amongst staff.</li> </ul>

	Strategic Plan priorities.	
<b>Year 3 2018</b>	<ul style="list-style-type: none"> <li>○ Implement and embed the bilingual program revised structure</li> <li>○ Use PLT and whole school meeting structures to support teamwork towards greater consistency in planning and implementation of student learning programs</li> <li>○ Continue to provide specific professional learning that aligns with the School Strategic Plan priorities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Bilingual program plan leading to increased enrolments and strong student outcomes.</li> <li>○ Consistency in approach visible in team and staff meetings, documentation and classroom visits.</li> <li>○ Professional learning leading to measurable differences in student outcomes and increasing level of collective efficacy amongst staff.</li> </ul>
<b>Year 4 2019</b>	<ul style="list-style-type: none"> <li>○ Survey and consult staff regarding effectiveness of staff handbook / role clarity</li> <li>○ Conduct school community review of SSP via forums and surveys</li> <li>○ Create timeline to guide review process</li> <li>○ Consult with staff to review meeting schedules and structures</li> </ul>	<ul style="list-style-type: none"> <li>○ All targets met.</li> </ul>