

School Strategic Plan for Mulgrave Primary School NEVR region 2014 - 2017

Endorsement by School Principal	Signed..... Name Liz Watkins Date 29 th April 2014
Endorsement by School Council	Signed..... Name John Fox Date 29 th April 2014 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<p>The <i>Education Training and Reform Act 2006 section 2.3.24</i> states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.</p>	

School Profile

<p>Purpose and vision statement</p> <p>*VRQA minimum standards for School Governance – met by school.</p>	<p>To provide a caring, stimulating and supportive environment that enhances learning, personal growth and wellbeing for all students; extending and challenging students to become effective and productive members of the global society and ensuring that each student reaches their individual potential.</p> <p style="text-align: center;">Our school motto is – “Striving for the best in everything we do”.</p>
<p>Values</p>	<p>At Mulgrave Primary School we promote the following core values which reflect the beliefs we hold about how children learn, how our school operates and how we each relate to each other.</p> <p>PRIDE – pride in self and recognising and celebrating achievement RESPECT – having regard for self, others and property RESPONSIBILITY – taking ownership of actions and words, exercising self-discipline INTEGRITY – being honest and fair, displaying truth and sincerity in actions OPTIMISM – having a positive outlook TOLERANCE – accepting of other people’s differences</p>
<p>Environmental Context</p>	<p>Mulgrave Primary School is a thriving school with steadily growing enrolments. In 2014, we have 274 students enrolled. The physical environment of the school has been continuously enhanced and is aesthetically very pleasing. Our grounds are large with lots of space for children to play and interact with each other. The school has a football oval and a soccer pitch, quality playgrounds, basketball courts, a sandpit and beautifully established gardens which are cared for by our students. Recent improvements include a new premium quality floor to our large school hall. Split system air conditioners have also been fitted to the hall. This refurbishment has ensured that our school community and external hall hirers have excellent conditions in which to operate.</p> <p>We pride ourselves on the great school community we have at Mulgrave Primary School and foster the partnerships between home and school. Parents are most welcome in our classrooms and to actively be involved in the school. At Mulgrave Primary School, a strong emphasis is placed on consolidating the fundamentals of learning with a particular focus on literacy and numeracy. The school is extremely well resourced in the area of computer technology with every classroom having the use of an Interactive Whiteboard which is used daily by both students and teachers. We have a mix of desktops, laptops, netbooks and ipads being used by students across the school.</p> <p>In December of 2013, Mulgrave Primary School participated in the Department of Education’s School Review process which takes place every four years. The overall evaluation of the school by the Reviewer was extremely positive. This reflects the great work being done by the whole school team at Mulgrave Primary School.</p> <p>Our teachers have a wide range of skills and expertise and are encouraged to further their own professional and personal learning to ensure that we are continuing to provide the best teaching and learning opportunities for all. Our staff members are passionate about catering for the individual needs of our students, preparing them for their future. Our school motto is – “Striving for the best in everything we do” and we aspire to maintain this focus at all times.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p>	<p>To improve student achievement across the whole curriculum, particularly in English and Mathematics, ensuring that all students across all ability levels have the opportunity to reach their individual potentials.</p>	<p>Naplan Reading- Year 3 to improve from 423.9 in 2013 to 435 in 2017 Year 5 to improve from 507.2 in 2013 to 520 in 2017</p> <p>Naplan Grammar and Punctuation - Year 3 to improve from 431.6 in 2013 to 440 in 2017 Year 5 to improve from 513.6 in 2013 to 518 in 2017</p> <p>Naplan Numeracy - Year 3 to improve from 432.9 in 2013 to 437 in 2017 Year 5 to improve from 495.5 in 2013 to 518 in 2017</p> <p>Naplan Relative Growth – to reduce the number of students in the low category to be no more than 15% across all domains by 2017</p> <p>AusVELS – At least 25% of students in Years F-6 will achieve above the expected AusVELS standard (A or B) in English and Mathematics domains by 2017.</p> <p>Attitudes To School Survey – Year 5 - Learning Confidence to improve from 3.93 in 2013 to at least 4.05 by 2017 Year 6 – School Connectedness to improve from 4.44 in 2013 to at least 4.6 by 2017</p> <p>Parent Opinion Survey – Learning Focus to improve from 5.73 in 2013 to 5.9 in 2017</p>	<p>KIS 1 Enhance teacher practice through the development of an agreed, school-wide, consistently implemented instructional model characterised by -</p> <ul style="list-style-type: none"> ❖ high expectations for all students ❖ explicit learning intentions ❖ purposeful teaching ❖ differentiated curriculum <p>KIS 2 Embed a rigorous system of data collection and analysis characterised by –</p> <ul style="list-style-type: none"> ❖ evidence being used to monitor and track the improvements and progress of individual students and cohorts of students ❖ team capacity to effectively moderate to achieve more consistent judgements <p>KIS 3 Strengthen whole school performance and learning culture characterised by –</p> <ul style="list-style-type: none"> ❖ high levels of collective efficiency and effectiveness ❖ high levels of optimism ❖ high expectations for all ❖ high levels of success

<p>Engagement</p>	<p>To develop highly motivated, inspired and engaged students who are excited about learning and strive to achieve their personal best.</p> <p>To continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community.</p>	<p>Attendance To reduce the average number of days absent per student P-6 to be at 12 days or less by 2017</p> <p>Attitudes To School Survey Year 5-6 -Classroom Behaviour to improve from 3.61 in 2013 to at least 3.8 by 2017 Student Safety to improve from 4.42 in 2013 to at least 4.6 in 2017</p> <p>Parent Opinion Survey Student Motivation to improve from 5.80 in 2013 to 6.0 in 2017 School Connectedness to continue to be rated high by parents. To maintain school mean of 5.91 or above until 2017</p> <p>Personalised Learning Plans By 2017, all students will be on a personalised learning plan.</p>	<p>KIS 1 Develop a map of teaching and learning strategies that cognitively engage students and foster good learning behaviours, ensuring that these behaviours are practised across the whole school.</p> <p>KIS 2 Plan for more personalised learning that reflects –</p> <ul style="list-style-type: none"> ❖ higher levels of student decision making ❖ students being more responsible for their own learning ❖ all students more consistently being involved in establishing meaningful learning goals, reflective practices, self and peer assessment practices <p>KIS 3 Further develop an innovative ICT environment to enhance learning, motivation, engagement and communication.</p> <p>KIS 4 Adopt strategies to strengthen the three way education partnership and enhance links with the broader community.</p>
<p>Wellbeing</p>	<p>To support high levels of student wellbeing and resilience and implement programs which improve student connectedness to peers and to the school.</p>	<p>Attitudes To School Survey Year 5-6 Student Distress to improve from 5.89 in 2013 to at least 6.0 in 2017</p> <p>Parent Opinion Survey Social Skills to improve from 5.72 in 2013 to 5.9 in 2017</p>	<p>KIS 1 To improve student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities.</p> <p>KIS 2 To enhance the capacity of teachers to continue building positive relationships and connectedness across the whole school – students, staff, parents.</p>
<p>Productivity</p>	<p>To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2014 – 2017 SSP, maximising achievement, engagement and wellbeing outcomes for all students.</p>	<p>To maintain effective class sizes across the school F-6 To maintain Foundation (Prep) classes at 20 or less To build the capacity of teachers by engaging in regular, quality professional learning and mentoring.</p>	<p>KIS 1 Reflect critically upon the effectiveness of resource allocations in relation to improved student outcomes.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Achievement – KIS 1</p> <p>KIS 1 Enhance teacher practice through the development of an agreed, school-wide, consistently implemented instructional model characterised by -</p> <ul style="list-style-type: none"> ❖ high expectations for all students ❖ explicit learning intentions ❖ purposeful teaching ❖ differentiated curriculum 	Year 1	<ul style="list-style-type: none"> • Develop a school-wide instructional model. • Research, reflect upon and improve teacher and professional learning team understandings of pedagogical approaches that provide explicit teaching and differentiated curriculum and of how students learn. • Improve teacher capacity to cater for high achieving students. • Enhance practice related to teaching reading comprehension; speaking and listening; oral language and vocabulary and Numeracy. 	<ul style="list-style-type: none"> • Teachers demonstrate a commitment to a school-wide, consistent instructional model. • Consistent practices are being developed in classrooms at all year levels. • Professional learning provided throughout year one is reflected in teacher practice. Numeracy Coach regularly working with staff. • Planning documents reflect that teachers are more able to cater for the individual needs of students. • Purposeful teaching includes opportunity for students to have a voice and choice in their learning. • High achieving students are being catered for more effectively. • EAL and PSD cohorts identified and programs developed to meet their needs.
	Year 2	<ul style="list-style-type: none"> • Embed the use of the school-wide instructional model. • Evaluate the content of the instructional model and make any modifications as required. • Embed school-wide approach to classroom management and discipline procedures. 	<ul style="list-style-type: none"> • Teachers demonstrate an understanding of the instructional model and are being more consistent in their practice. • New teachers are provided with professional learning related to the use of the instructional model. • Teachers are more effectively providing a differentiated curriculum for the students in their grades. • Classroom management processes consistently being modelled across the school. Maximise learning provided by Numeracy Coach. • EAL students are identified and programs implemented to meet their individual needs. • PSD students are catered for in line with their individual needs.
	Year 3	<ul style="list-style-type: none"> • Develop a deeper understanding of instructional practices and classroom management processes. 	<ul style="list-style-type: none"> • Teachers demonstrate ownership of the school-wide instructional model and engage in consistent approaches and practices across the school. • Teachers have developed an awareness of current pedagogical approaches and are providing explicit teaching in their practice with an emphasis on literacy and numeracy. • Teachers are better skilled in developing and implementing a differentiated curriculum model for their students. • High achieving students are catered for through appropriate teaching and learning. • EAL students are identified and programs implemented to meet their individual needs. • PSD students are catered for in line with their individual needs.
	Year 4	<ul style="list-style-type: none"> • Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	

<p>Achievement – KIS 2</p> <p>KIS 2 Embed a rigorous system of data collection and analysis characterised by –</p> <ul style="list-style-type: none"> ❖ evidence being used to monitor and track the improvements and progress of individual students and cohorts of students ❖ team capacity to effectively moderate to achieve more consistent judgements 	Year 1	<ul style="list-style-type: none"> • Ensure teachers develop deeper understandings about the meaning of evidence-based practice and how to use data and multiple sources of feedback to personalise student learning, to ensure more explicit and purposeful teaching and to inform differentiated curriculum. • Empower the capacity of teachers and professional learning teams to share accountability for the assessment and monitoring of progress of individual students and cohorts of students. • Develop improved assessment and reporting procedures to ensure accurate data collection, retrieval and analysis. • Consistently use online assessment tools/on demand testing and group moderation to promote the accuracy and consistency of teacher assessments/judgements of student progress and to inform point of need teaching. 	<ul style="list-style-type: none"> • Evaluation of current assessments has been undertaken. • Teachers use SPA (Student Performance Analyser) assessment tool to access whole school data • Assessment practices at classroom and whole-school level evaluated. Consistency of administration across the school achieved. • Moderation of student work at team level is more consistent. • Schedule of moderation activities developed. • Teachers are more confident about the use of multiple sources of feedback to personalise student learning and explicit teaching.
	Year 2	<ul style="list-style-type: none"> • Continue to focus on assessment practices and how student assessment is used to drive instruction and meet individual needs. • Development of a deeper understanding of a consistent approach to teaching and learning. • Provide professional learning in the area of deeper analysis of student assessment data. • Strengthen team capacity of analysis and interpretation of data and moderation practices. 	<ul style="list-style-type: none"> • Teachers more skilled in the use of individual assessment data and how this is used to cater for needs of student. • Teachers continue using SPA (Student Performance Analyser) assessment tool to access whole school data • Greater consistency in practice evident across the school. • Teachers undertake regular professional learning at school level and externally to meet individual requirements. • Team meetings are more purposeful and allocated to core principles.
	Year 3	<ul style="list-style-type: none"> • Monitor the consistency of assessment practices and the effectiveness of improved practice. • Evaluate the progress of individual students. 	<ul style="list-style-type: none"> • Teachers effectively use school-based and online assessment tools and multiple sources of feedback to effectively cater for individual student needs. • Monitoring of assessment and student achievement is undertaken by all teachers and is overseen by a coordinator who ensures that action is taken to address student needs. • Assessment and reporting processes are consistent and embedded across the school. • Improved rating in NAPLAN and AusVELS data in line with Achievement targets. • Improved rating in the Student Attitudes To School factors of Learning Confidence and Student Connectedness. • Improved rating in the Parent Opinion Survey factor of Learning Focus.
	Year 4	<ul style="list-style-type: none"> • Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	

<p>Achievement – KIS 3</p> <p>KIS 3 Strengthen whole school performance and learning culture characterised by –</p> <ul style="list-style-type: none"> ❖ high levels of collective efficiency and effectiveness ❖ high levels of optimism ❖ high expectations for all ❖ high levels of success 	Year 1	<ul style="list-style-type: none"> • Provide more opportunities for teacher professional learning through whole school approaches which include greater sharing of teacher expertise, teacher peer support, classroom visits and observations, mentoring and coaching, providing effective feedback, to further develop teacher capabilities. • Ensure all new teachers and teachers in new leadership roles are provided with effective induction support and mentoring to improve knowledge transfer and succession planning. • Review teacher performance and development processes to support ongoing improvement in teacher effectiveness and to establish collective efficacy and accountability for the monitoring of progress of individual students and cohorts of students. 	<ul style="list-style-type: none"> • Professional learning and advice provided to all staff on new Aitsl (Australian Institute for Teaching and School Leadership) standards. • Professional learning provided to staff on revised DEECD and school-based Performance & Development processes. • Numeracy Coach working with whole staff and individuals in 2014. • Formalised program of peer observation and feedback developed. • Mentoring of beginning and new teachers by more experienced teachers in place. • Induction for new staff provided as required. • VIT (Victorian Institute of Teaching) process for beginning teachers supported by mentoring teacher and Leadership Team. • Teachers participate in professional learning beyond the school.
	Year 2	<ul style="list-style-type: none"> • Continue to provide professional learning for staff in relation to initiatives being implemented in the school. • Celebrate successes and promote positive staff, staff/student and whole school community relationships. • Articulate and display visually the commitment of having high expectations and high levels of success for all. 	<ul style="list-style-type: none"> • Culture of professionalism is demonstrated by all staff members. • Language of high expectations and success is clearly articulated in all classrooms by teachers. • System of reflecting upon and celebrating successes is becoming more embedded.
	Year 3	<ul style="list-style-type: none"> • Culture of continuous learning established within teaching community is continuing to be fostered. • Peer observation and feedback processes is an integral component of teaching role. • Whole school commitment to improving performance is becoming more established. 	<ul style="list-style-type: none"> • Teachers engage in regular individual and group professional learning to improve personal expertise and whole school efficacy. • Beginning and new teachers receive mentoring and support from more experienced teachers. • Peer Observation, self and peer assessment and feedback are part of the learning culture in the school. • Performance and Development processes are implemented as per DEECD guidelines and school processes to maximise teacher effectiveness and improved student outcomes. • Teaching and leadership staff have high expectations for all students, are optimistic and committed to a learning culture that strives for success.
	Year 4	<ul style="list-style-type: none"> • Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	

<p>Engagement – KIS 1</p> <p>KIS 1 Develop a map of teaching and learning strategies that cognitively engage students and foster good learning behaviours, ensuring that these behaviours are practised across the whole school.</p>	Year 1	<ul style="list-style-type: none"> As part of the development of the Mulgrave Primary School instructional model, make explicit the role of the learner in the teaching and learning process. Adopt a school-wide, agreed approach to good learning. Make the approach explicit in order to build the capacity of students to be metacognitive and believe in their capacity to learn. 	<ul style="list-style-type: none"> Students demonstrate good learning behaviours. Teachers foster a positive learning culture within their classrooms. Teachers implement teaching and learning strategies that positively engage students in the learning process. Students are more involved in how they learn. Teachers effectively manage the needs of individual students.
	Year 2	<ul style="list-style-type: none"> Strengthen student engagement in learning by further improving effective teaching and learning strategies. Utilise improved planning tools to foster positive learning environment. Further develop explicit Learning Intentions and Success Criteria. 	<ul style="list-style-type: none"> Effective teaching and learning strategies are evidenced in planning and preparation for learning. Teachers use consistent planning tools that reflect effective learning for all. Students are able to articulate the Learning Intention and know what the criteria for being successful is.
	Year 3	<ul style="list-style-type: none"> Embed best practice into teaching and learning processes. Maintain consistency of practice across the school. Foster positive classroom behaviour and student relationships. Further improve parent communication and relationships. 	<ul style="list-style-type: none"> Teachers adhere to the teaching and learning strategies in the school's instructional model to maintain consistency across the school. Students demonstrate more confidence in their capacity to learn. Improved rating in the Student Attitudes To School Survey factors of Classroom Behaviour and Student Safety as set in the Engagement targets. Improved rating in the Parent Opinion Survey factors of Student Motivation and School Connectedness as set in the Engagement targets.
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
<p>Engagement – KIS 2</p> <p>KIS 2 Plan for more personalised learning that reflects –</p> <ul style="list-style-type: none"> ❖ higher levels of student decision making ❖ students being more responsible for their own learning ❖ all students more consistently being involved in establishing meaningful learning goals, reflective practices, self and peer assessment practices 	Year 1	<ul style="list-style-type: none"> Enhance the capacity of teachers to improve student engagement and participation in learning. Plan for more personalised learning with higher levels of student decision making and responsibility for learning characterising this learning. Ensure individual learning plans are in place to support the needs of students at both ends of the achievement spectrum. Aim for at least 30% of students to be on a plan in year one. 	<ul style="list-style-type: none"> Students with support, develop their personal meaningful learning goals. Students engage in reflective practices, self-assessment and peer assessment through the use of rubrics, oral and written feedback etc. Students have opportunities to negotiate curriculum tasks which cater better for their personal learning style and learning behaviours. Teachers give effective feedback to students. Teachers facilitate a more personalised learning approach for students that allows them to take more responsibility for their learning and enables them to make more decisions about their learning. Personalised learning plans have been developed for high achieving students. Teachers effectively cater for students at both ends of the learning spectrum and support their individual needs. At least 30% of students are on a 'plan'.

	Year 2	<ul style="list-style-type: none"> Teachers and students regularly evaluate learning goals to ensure effective learning occurs. Develop student confidence in learning by providing opportunities to celebrate success. Enhance practices of self and peer assessment. Develop personalised learning plans for at least 60% of students at both ends of the learning spectrum. 	<ul style="list-style-type: none"> Students are clear about their personal learning goals and are supported in achieving these goals. Student confidence in their learning is improved. Students are able to effectively reflect on their learning and identify paths for improvement. Self and peer assessment practices are integrated into learning environment. Individual learning plans are managed effectively by teachers and parents are kept informed of student needs and progress. In year two, at least 60% of students have a 'plan'.
	Year 3	<ul style="list-style-type: none"> Students further develop confidence and competence in the use of giving and receiving feedback. Use student forums to discuss peer connectedness issues and solutions. All students to have a personalised learning plan. Review the effectiveness of Circle Time and class meetings. 	<ul style="list-style-type: none"> Students competently engage in reflective practices including giving and receiving of feedback. Evidence of a respectful and friendly climate is apparent. Feedback from students support an improved learning culture is being achieved. All students in the school have a personalised learning plan to support their individual needs.
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
<p>Engagement – KIS 3</p> <p>KIS 3 Further develop an innovative ICT environment to enhance learning, motivation, engagement and communication.</p>	Year 1	<ul style="list-style-type: none"> Evaluate ICT policies and procedures. Continue to resource new ICT trends and developments such as the use of apps to ensure an innovative ICT environment which supports students' and teachers' learning, maximises links between the school, home and the community and enhances communication, particularly through the school's web presence. 	<ul style="list-style-type: none"> ICT policies evaluated and updated. Teachers and students demonstrate more competence in working with ICT equipment, resources and applications in their learning. ICT is regularly used as a means of communication between home and school. Student engagement and motivation to learn is enhanced through appropriate use of ICT and programs.
	Year 2	<ul style="list-style-type: none"> Continue to evaluate ICT policies and procedures. Review online tools used in learning environment and in area of assessment. Explore the development of an 'in-school' radio station or multimedia program. Extend student expertise to the making of short movies or teaching clips that can be shared at other year levels. 	<ul style="list-style-type: none"> Cybersafety and eSmart programs updated. Updated ICT policies and processes are aligned to DEECD and school needs. Use of online assessment tools and programs is refined to more effectively meet needs. Senior students are motivated and engaged by using ICT to produce material that can be used in purposeful teaching situations.
	Year 3	<ul style="list-style-type: none"> Evaluate programs and activities currently in place and involve students in the process. Review the balance of ICT use in classroom programs to ensure that basic skills such as spelling and writing are still being developed. 	<ul style="list-style-type: none"> ICT is successful in enhancing and motivating students in their learning evidenced by the quality of work produced.

	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
Engagement – KIS 4 KIS 4 Adopt strategies to strengthen the three way education partnership and enhance links with the broader community.	Year 1	<ul style="list-style-type: none"> Implement strategies to strengthen the three way education partnership. In partnership with the School Council, investigate the development of a parent engagement policy in order to make clearer the role of parents in the three way education partnership at Mulgrave Primary School. Strengthen links with the broader community - Chinese community, Bunnings, local dentist, Kinders etc. 	<ul style="list-style-type: none"> Students participate in three-way conferences with parents and teachers. Student leadership is enhanced across the school. A parent engagement policy has been developed by the school community to make explicit the role of parents in the three-way education partnership. Enhanced connections established with broader community groups.
	Year 2	<ul style="list-style-type: none"> Investigate 'apps' that enable stronger communication and connection with parents. Investigate electronic system for parents to pay fees, excursions, book meeting times etc. directly. Improve the school website to include additional relevant information for parents. 	<ul style="list-style-type: none"> Parent communication is strengthened by use of 'app'. Electronic communication tool makes it easier for parents to communicate with the school. Modifications to school website enables more user friendly communication to occur.
	Year 3	<ul style="list-style-type: none"> Encourage parent input and feedback through school newsletter and website. Provide parent information sessions on a range of issues of interest to parents. Respond promptly to parent enquiries and concerns. 	<ul style="list-style-type: none"> Parent communication is further enhanced. Parent sessions are attended well. Parent Opinion Survey responses are positive in relation to satisfaction with communication and working in a partnership role with the school.
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
Wellbeing – KIS 1 KIS 1 To improve student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities.	Year 1	<ul style="list-style-type: none"> Analyse the students' Attitudes To School surveys to interpret the results, discuss results with students and ask their opinion of ways to improve any areas requiring improvement. Explore methods for gathering a broader range of information from students about their attitudes to school. Regularly seek student input such as through the Junior School Council and/or regular classroom meetings and/or using circle time, into ways to improve their opinion related to school and learning. Use the Junior School Council to enhance student decision making through authentic activities such as asking the Junior School Council to report to School Council regularly. 	<ul style="list-style-type: none"> Students participate in the analysis of Attitudes To School survey results and provide feedback from a student perspective. Students use blogs, portals, online survey tools etc. which provide a range of avenues for students to voice their thoughts and opinions. Junior School Councillors meet monthly and are actively involved in making decisions about activities and initiatives on behalf of the student community. Junior School Council members are invited to attend School Council meetings.

	Year 2	<ul style="list-style-type: none"> Continue to acknowledge the Junior School Council as the voice of the students. Incorporate suggestions and ideas from the student forum into practice. Junior School Council group meet with Principal once a term. Encourage Circle Time in classrooms to facilitate student input. 	<ul style="list-style-type: none"> Opportunities are provided at classroom level for individuals and groups to speak to forums. Principal meets with Junior School Council group and discusses any suggestions/ideas. Circle Time is used across all levels.
	Year 3	<ul style="list-style-type: none"> Revise roles and structure of Junior School Council if necessary. Value the role of the Junior School Council as an efficient group in the school community. Provide opportunities for the Junior School Council to address whole school assemblies. 	<ul style="list-style-type: none"> Roles and structure of Junior School Council evaluated and any changes made. Junior School Council address assemblies. Implement new opportunities to utilise the student voice as recommended.
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
<p>Wellbeing – KIS 2 KIS 2 To enhance the capacity of teachers to continue building positive relationships and connectedness across the whole school – students, staff, parents.</p>	Year 1	<ul style="list-style-type: none"> Embed a whole school approach with a common and shared language to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness. Provide students with a seamless one seven year experience by ensuring the best possible transitions into the school, through the school and on exit from the school. Strengthen the school’s approach to improving student attendance by reviewing the current policy and making changes as appropriate. Document and make the policy explicit. Implement a whole school approach to strengthening attendance where every staff member is alert to managing attendance and include reference in the policy to reward and recognition for good attendance; close monitoring and prompt follow up including personalised interventions and an educative program for parents and students. Ask students through the Junior School Council to promote and campaign for improved attendance. 	<ul style="list-style-type: none"> School purpose, values, student code of conduct revisited and evaluated. Building positive relationships is a focus in all classrooms and included in teaching and learning programs. Kinder to Prep (Foundation) transition programs embedded. Connections made with local Kinders and Child Care centres to encourage closer links to school. Year 6 to Year 7 transition program further strengthened and opportunities to connect maximised. Every Day Counts, DEECD initiative, articulated across school community through discussion, newsletters and printed materials. Recognition of excellent attendance rewarded at the end of each term.
	Year 2	<ul style="list-style-type: none"> Teachers to use electronic roll marking efficiently. Closely monitor student attendance and follow up on absences with parents. Promote the use of the phone absence line. Regularly include positive attendance benefits in school newsletter. 	<ul style="list-style-type: none"> Electronic roll marking to continue to be used. Absence line on school phone system used more regularly by parents. Prompt follow up on student absences when no notification has been given. School newsletter includes articles related to student attendance on a regular basis.

	Year 3	<ul style="list-style-type: none"> • Address any modifications to processes. • Continue to monitor absences at individual and grade level. • Celebrate positive attendance data. 	<ul style="list-style-type: none"> • Monitoring of attendance is efficient. • Improved accuracy of entering attendance data electronically. • Parents more aware of importance of regular attendance.
	Year 4	<ul style="list-style-type: none"> • Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	
<p>Productivity – KIS 1</p> <p>KIS 1 Reflect critically upon the effectiveness of resource allocations in relation to improved student outcomes.</p>	Year 1	<ul style="list-style-type: none"> • Continue to build leader, teacher and team capacity through appropriately targeted professional learning, including classroom visits and observations in school and at other schools. • Ensure that best use is made of staff expertise and consider how knowledge transfer and succession planning might be enhanced. • Allocate personnel and time to ensure Individual Learning Plans are created and monitored for students requiring support and for those students working above expectations. Investigate how teachers might be supported to develop personalised learning plans for all students. • Provide professional learning to upskill teachers in best catering for mixed ability classes through differentiated approaches so that all teachers are confident to take full responsibility for the learning of their students and so that less expenditure is directed to out of class intervention programs. • Develop an ePlan to continue to resource new Information and Communication Technologies (ICT) trends and developments such as the use of apps to ensure an innovative ICT environment. • Review class structures and the use of physical spaces to ensure the best and most stimulating, 21st century learning environment. • Evaluate current specialist programs to ensure they best cater for the needs of the whole child based on current research and support the coverage of required aspects of the AusVELS curriculum. The school's delivery of Music to be evaluated and improved upon. • Budgets developed for short and longer term plans. 	<ul style="list-style-type: none"> • Teachers regularly participate in quality professional learning both at base school and beyond the school. • Experienced staff mentor less experienced staff. • Individual Learning Plans are developed and monitored for all 'at-risk' students and personalised learning plans are used to cater for high-achieving students. In year one, 30% of students have a 'plan'. • Professional learning for teachers in catering for a range of abilities in a classroom reflects improved programs. • Eplan developed to cater for resource and program needs over the next strategic plan period. • Structures and 21st learning spaces evaluated within the existing spaces in the school. • Specialist programs evaluated in relation to AusVELS curriculum needs. Delivery of Music program improved. • EAL and PSD programs evaluated in line with resources. • Funding model developed to resource current and future programs e.g. CAFÉ literacy.

	Year 2	<ul style="list-style-type: none"> Align resourcing to any new strategic direction from DEECD. Evaluate current staff/student ratio across the school. Evaluate use of learning spaces. Evaluate ES support staff model and student needs. Review SRP and projected enrolment data to strategically plan for the following year. Evaluate current Specialist programs offered and gain feedback from staff, student and parent community about options. 	<ul style="list-style-type: none"> Grade structure model developed for following year based on enrolment data and funding. Staffing structure model developed based on funding and school needs. Draft model developed for student support. PSD (Program for Students With Disability) support structure developed. EAL (English as an Additional Language) support program structure developed. Specialist Program model developed. Individual Learning Plans are developed and monitored for all 'at-risk' students and personalised learning plans are used to cater for high-achieving students. In year two, 60% of students have a 'plan'. Learning spaces model developed in line with the number of proposed grades.
	Year 3	<ul style="list-style-type: none"> Align resourcing to any new strategic direction from DEECD. Evaluate current staff/student ratio across the school. Evaluate use of learning spaces. Evaluate ES support staff model and student needs. Review SRP and projected enrolment data to strategically plan for the following year. Evaluate current Specialist programs offered and gain feedback from staff, student and parent community about options. 	<ul style="list-style-type: none"> Grade structure model developed for following year based on enrolment data and funding. Staffing structure model developed based on funding and school needs. Draft model developed for student support. Individual Learning Plans are developed and monitored for all 'at-risk' students and personalised learning plans are used to cater for high-achieving students. In year three, all students have a 'plan'. PSD (Program for Students With Disability) support structure developed. EAL (English as an Additional Language) support program structure developed. Specialist Program model developed. Learning spaces model developed in line with the number of proposed grades.
	Year 4	<ul style="list-style-type: none"> Review the effectiveness of this Key Improvement Strategy and develop plans for the future. 	