

School Strategic Plan for Richmond Primary School – 5269 North Western Region 2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed <i>Dean Banova</i></p> <p>Name: Dean Banova</p> <p>Date: February 2015</p>
<p>Endorsement by School Council</p>	<p>Signed <i>Chris McNeil</i></p> <p>Name: Chris McNeil</p> <p>Date: February 2015</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

<p>Purpose</p>	<p>Our vision at Richmond Primary School is to foster a community of life - long learners. We strive to develop socially responsible and resilient individuals who are working towards achieving their full potential.</p> <p>Richmond Primary School sees its central purpose as enabling all students to become literate, numerate and curious learners who have the capacity to contribute to society now and in the future as global citizens.</p> <p>This philosophy is expressed through the school's commitment to:</p> <ul style="list-style-type: none"> • A curriculum that is child centred with a strong commitment to developing engaged individuals with the capacity to be life-long learners • Teaching strategies based in inquiry learning, differentiated teaching, student directed learning, cooperative and shared learning • Flexible, multi-age, mixed ability classroom organisation • Democratic decision making to maximise participation and give voice to parents, teachers and students • Use of ICT, excursions and camps to extend learning to beyond the school boundaries • A high level of cooperative team planning and ongoing professional learning • A demonstrated commitment in policy and procedure to equal opportunity and integration • Shared core values on which to base day to day actions and on which to base future moral purpose <p>The multi-age groups across Years P, 1-2, 3-4 and 5-6 reflect the school's team approach to integrate teaching and learning in programs that are responsive to individual needs and differences. The curriculum is based upon the AusVELS.</p>
<p>Values</p>	<p>Three core values equip our student to meet the challenges of the future</p> <ul style="list-style-type: none"> • Respect • Responsibility • Resilience

<p>Environmental Context</p>	<p>Richmond Primary school (RPS) is a co-educational P-6 school located in the inner city suburb of Richmond. The school provides primary education for families in the suburb of Richmond and draws the majority of students from the immediate locality. The current enrolment of the school is 330 students and the school has been granted an enrolment ceiling of 350, which is anticipated to be reached in 2015. Over the last strategic period enrolments have grown while the SFO density has been dropping steadily, and the school has had to refuse enrolment requests from families for whom RPS is not their closest school. These rising numbers will impact on available teaching spaces and also the limited outdoor active play areas. The Student Family Occupation (SFO) index has been steadily dropping over the strategic period and is currently 0.18.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specifically</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers in a timely manner.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's Student Wellbeing, Engagement and Behaviour policy.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

Achievement	Goals	Targets	Key Improvement Strategies
<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>	<p>To improve literacy and numeracy outcomes for every student school-wide</p>	<ul style="list-style-type: none"> To have all students deemed capable make one year or more growth as indicated by AusVELS in both Literacy and Numeracy each year Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend to 20% 	<ul style="list-style-type: none"> Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice – Consistently apply to develop a consistent approach to teaching literacy and numeracy Build a collegiate, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning Continue to build increased moderation across literacy and numeracy to ensure that teacher judgments are consistent across all levels to better inform instruction
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To deepen and strengthen students' <i>learning motivation</i> and sense of <i>engagement</i> in their learning</p>	<p>Increase the <i>student motivation and student safety</i> measures on the student attitudes to school survey to be within the 3rd quartile or higher for all cohorts</p>	<ul style="list-style-type: none"> Develop and document a guaranteed and viable curriculum through a scope and sequence aligned with AusVELS across the school Expand the common understanding of effective 21st Century (C21) learning and teaching practices that best supports Student Voice and plan for best use of ICT in the school

Wellbeing	Goals	Targets	Key Improvement Strategies
<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>	<p>To deepen and strengthen students' sense of <i>connectedness to school and peers</i> across the school</p>	<ul style="list-style-type: none"> • Increase the <i>Connectedness to School, and Connectedness to Peers</i> measures on the student survey to be within the 3rd quartile or higher over the life of the strategic plan 	<ul style="list-style-type: none"> • Maintain a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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>	<p>To ensure a sustainable and equitable plan, effectively managing staffing and resources supporting the philosophy of the school with a particular focus on relieving playground stress</p>	<ul style="list-style-type: none"> • Increase the <i>Professional Learning</i> module Factor Score measure on the staff opinion survey to be at 75% or higher over the life of the strategic plan • Keep within departmental budget requirements and guidelines 	<ul style="list-style-type: none"> • Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets

School Strategic Plan 2015- 2018: Indicative Planner

ACHIEVEMENT		
KEY IMPROVEMENT STRATEGY		
1. Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice		
Year	ACTIONS	ACHIEVEMENT MILESTONES
Year 1	<ul style="list-style-type: none"> Implement and consistently apply a pedagogical framework P-6 through differentiated literacy/numeracy coaching and professional learning to develop a consistent approach to teaching literacy and numeracy Embed best practice in teaching using the experience gained from the professional learning resulting from improved numeracy outcomes <ul style="list-style-type: none"> Implement teaching reading comprehension strategies P-6 explicitly to support both literacy and numeracy Implement a framework for teaching the writing process P-6 based on structured approach focussed on writing skills e.g. VCOP/ 6 + 1 Writing Habits program Implement use of Writers notebook P-6 Develop a school-wide understanding of and approach to coaching - Introduce Numeracy/Literacy coaching, supported by Peer Observations/Instructional Coaching Maintain the use the model of conferring to deepen understanding and use of achievement data for individualising student learning Develop and consistent Lesson structure in literacy and numeracy 	<ul style="list-style-type: none"> A clearly articulated pedagogical plan and Learning and Teaching Policy document is in place to guide leadership, teaching and learning practices and decisions across the school Teacher planning reflects agreed practices within an assessment framework with documented learning intentions and success criteria based on the AiZ model All classrooms have rich, relevant classroom libraries All teachers explicitly teaching comprehension strategies All students in Years P-6 are using a Writer's notebook and framework based on VCOP/Writing Habits All teachers are part of coaching cycles in Numeracy and Literacy Role statements and action plans in place for the Teaching and Learning Coach position All teachers using a consistent lesson structure determined by leadership and in consultation with staff All teachers are part of a reciprocal peer observation/Instructional Coaching cycle to improve pedagogy All teachers taking part in both school based and external professional learning share their learning in forums such as PLT's or staff meetings
Year 2	<ul style="list-style-type: none"> Embed pedagogical philosophy P-6 Embed explicit teaching of reading comprehension strategies P-6 to support both literacy and numeracy Embed writing framework P-6 Embed use of writers notebook P-6 Continue with Literacy and numeracy coaching - peer observations Embed the use of a consistent lesson structure in literacy and numeracy Further develop the use of the Instructional Coaching Model as a basis for staff discussion of teaching and learning approaches focused on improving teacher practice. 	<ul style="list-style-type: none"> All teachers teaching comprehension strategies explicitly All teachers (as identified) will be part of coaching cycles in Numeracy and Literacy Staff demonstrate use of Literacy and Numeracy coaching strategies in classrooms - routinely use consistent lesson structure, conferring in Reading & writing), Independent Reading All teachers are part of a reciprocal peer observation cycle - Peer observation/Instructional Coaching and T&L Coach's schedules timetabled and published Review role statements and action plans for Teaching and Learning Coach position Team planning reflects authentic learning tasks cross all areas of the curriculum

ACHIEVEMENT

KEY IMPROVEMENT STRATEGY

1. Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice

Year 3	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Year 2 • Staff routinely demonstrate use of Literacy and Numeracy coaching strategies in classrooms • Staff routinely use pedagogical framework as the basis for reflection on teaching and learning and in professional conversations.
Year 4	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 & 3 • Teacher performance plans demonstrating use of performance data for class planning • Staff routinely demonstrate use of Literacy and Numeracy coaching strategies in classrooms • Staff routinely use pedagogical framework as the basis for reflection on teaching and learning and in professional conversations

ACHIEVEMENT

KEY IMPROVEMENT STRATEGY

2. Ensure teachers are effectively using data in making accurate teacher judgments as a guide to their day to day instruction

	ACTIONS	ACHIEVEMENT MILESTONES
Year 1	<ul style="list-style-type: none"> • Increase moderation across literacy and numeracy to ensure that teacher judgments are consistent across all levels to better inform instruction • Refine the practice to understand, analyse and use data as evidence to individualise student learning • Ensure effective Professional Learning Team (PLT) meetings that focus on using data to identify students with extension or intervention needs • Review and update assessment schedule – Prioritise use of school-based assessments, in particular Pre and Post Testing regimes • Develop effective rubrics 	<ul style="list-style-type: none"> • Professional learning teams meet at least once per term for moderation in both literacy and numeracy • PLT's focus on achievement data from all classes • Assessments in Literacy & Numeracy have been prioritised and included in assessment schedule including use of Pre and Post testing • All teachers completing assessments according to the assessment schedule - Teacher planning reflects the assessment framework • All teachers regularly accessing SPA data to assist with moderation and teacher judgments • All teachers are using the standards and progression points accurately to map student progress in all relevant AusVELS domains • Individual Learning Plans (ILP's) developed for students with identified special needs • Maintain practice of student achievement data being collected and stored on curriculum network • Rubrics used across all areas
Year 2	<ul style="list-style-type: none"> • Continue with moderation across literacy and numeracy • Further develop the use of data by teachers for managing whole school performance to individualise student learning • Continue to ensure effective PLT meetings that focus on using data to identify students with extension or intervention needs • Improve the tracking of students in Literacy, Numeracy and bi-lingual as students move through the school • Review and update assessment schedule as required • Develop effective rubrics 	<ul style="list-style-type: none"> • Professional learning teams meet at least once per term for moderation in both literacy and numeracy • Writing moderation includes moderation of at least 3 different genres • PLT's focus on achievement data from all classes • Professional dialogue is evident regarding assessment schedule and data recorded using PLT learning logs <ul style="list-style-type: none"> ▪ Teacher performance plans demonstrating use of performance data for class planning • Evidence of student participation in assessment processes • All teachers completing assessments according to the assessment schedule - Teacher planning reflects the assessment framework • Consistent data collection with student tracking tool in place • All teachers are using the standards and progression points accurately to map student progress in all relevant AusVELS domains • Student achievement data collected and stored on curriculum network
Year 3	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Year 2 • Students routinely participate in assessment processes
Year 4	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 & 3

ACHIEVEMENT

KEY IMPROVEMENT STRATEGY

3. Build a collegial, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning

	ACTIONS	ACHIEVEMENT MILESTONES
Year 1	<ul style="list-style-type: none"> • Expand the understanding of working in Level Teams (LT's) and Professional Learning Teams (PLT's) • Further develop and expand agreed approaches and protocols for LT's and PLT's • Develop leadership capacity of LT/PLT leaders – access professional learning for LT/PLT leaders • Use LT/PLT foci to link P&D culture to the school vision • Further support <i>learning walks</i> in both Literacy and Numeracy with a focus on an area of professional learning • Further develop the staff handbook to include outlines of common practices and expectations across the school in all areas • Build the capacity of teachers through improved feedback mechanisms, peer coaching, targeted observations, walk throughs, etc. • Ensure effective LT and PLT meetings that focus on engaging students in their learning and the identification of students with extension or intervention needs 	<ul style="list-style-type: none"> • Provide professional learning for all staff to ensure a common understanding of working in a LT and PLT • Restructured professional learning practices to create new Professional Learning Teams (PLT's) to ensure protocols are in place, including an agreed approach to improving student achievement and implementing change – PLT learning logs • Revised LT/PLT meetings schedule in place to drive effective whole school planning • LT's meet regularly with evidence of triangulation of data, tracking student growth, professional reflection and changes to planning • Restructured staffing arrangements to enable increased opportunities for improved feedback mechanisms, coaching, targeted observations, etc. • All teachers take part in regular <i>learning walks</i> and peer/Instructional coaching for both Literacy and Numeracy • Active participation in network and/or regional literacy and numeracy initiatives • Role statements in place for LT/PLT leadership positions • All LT/PLT's have an action plan • Leadership team including LT leaders meet regularly • All staff have assisted in the development of a staff handbook • Staff handbook in place and available as both hard copy and on school drive
Year 2	<ul style="list-style-type: none"> • Continue to develop leadership capacity of PLT leaders – access professional learning for PLT leaders (differentiated as needed) • Continue to use PLT foci to link P&D culture to the school vision • Conduct further <i>learning walks</i> in both Literacy and Numeracy with a focus on an area of professional learning • Continue to build the capacity of teachers through improved feedback mechanisms, peer coaching, targeted observations, walk throughs, etc. • Ensure effective PLT meetings that focus on engaging students in their learning and the identification of students with extension or intervention needs 	<ul style="list-style-type: none"> • School's philosophy as reflected in the L&T Policy document fully embedded as the basis for improved teaching/learning and professional conversations • LT's and PLT's working in such a way that they are positively impacting on student achievement and are continually building teacher capacity • LT's and PLT's use agreed protocols and practices each time they meet • Review LT and PLT meeting schedule to drive effective whole school planning • All teachers take part in regular <i>learning walks</i> and peer coaching for both Literacy and Numeracy – Linked to P&D plans • Review role statements PLT leadership positions • Review LT/PLT action plans • Leadership team meet regularly • Staff promoting the sharing of best practice based on current research

ACHIEVEMENT

KEY IMPROVEMENT STRATEGY

3. Build a collegial, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning

Year 3	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 ▪ Staff routinely use data to develop and implement learning tasks or experiences that will meet the needs of individual students ▪ Staff routinely encourage students to reflect on the learning with a clear understanding of their individual success indicators ▪ School’s philosophy as reflected in the L&T Policy document fully embedded as the basis for improved teaching/learning and professional conversations ▪ School staffing structures meet the needs of all children and support the provision of well established coaching and teacher capacity building initiatives ▪ LT’s/PLT’s are working in such a way that they positively impact on student learning outcomes and that they continually build teacher capacity. ▪ Review and update Staff handbook as needed ▪ All new staff receive a staff handbook
Year 4	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 & 3 ▪ Staff demonstrate a deep understanding of the key characteristics of effective Literacy and Numeracy best practice ▪ Staff routinely use data to inform teaching and support student learning ▪ Review and update Staff handbook as needed ▪ All new staff receive a staff handbook

ENGAGEMENT

KEY IMPROVEMENT STRATEGY

1. Develop and document a guaranteed and viable curriculum through a scope and sequence aligned with AusVELS across the school

	Actions	Achievement Milestone
Year 1	<ul style="list-style-type: none"> ● Develop an Education/Strategic Planning (ESP) sub-committee to support educational initiatives of the school- Include flexible groupings as the need arises (e.g. Literacy, Numeracy, eLearning and Student Engagement focus groups) ● Continue to develop and document the scope and sequence for AusVELS curriculum across the school. ● Audit and update curriculum units aligned with the scope and sequence, ensuring they include the use of ICT, student voice and choice for maximum engagement ● Develop a common expectations document for literacy and numeracy practices ● Develop consistent lesson structures 	<ul style="list-style-type: none"> ● Education/Strategic Planning sub-committee established ● ESP sub-committee meet regularly to review and develop school policies ● Role statement and action plan in place for ESP sub-committee ● Provide PL for staff to further develop the scope and sequence documentation for AusVELS curriculum across the school ● Literacy and Numeracy Scope and sequence documents in place and reflect the use of ICT and Student Voice ● Common expectations document for literacy and numeracy practices in place
Year 2	<ul style="list-style-type: none"> ● Review and update curriculum units and scope and sequence ● Review and update common expectations as required 	<ul style="list-style-type: none"> ● All teams regularly evaluate and update scope and sequence documents as required ● All teams are using scope and sequence to plan effective units of work ● Review role statement and action plan for Education/Strategic Planning sub-committee
Year 3	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> ● Continue with all initiatives from Year 2 ● All teams regularly evaluate and update scope and sequence documents as required ● All teams are using scope and sequence to plan effective units of work ▪
Year 4	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> ● Continue with all initiatives from Years 2 & 3 ● All teams regularly evaluate and update scope and sequence documents as required ● All teams are using scope and sequence to plan effective units of work

ENGAGEMENT

KEY IMPROVEMENT STRATEGY

2. Expand the common understanding of effective 21st Century (C21) learning and teaching practices, with a particular focus on Student Voice and plan for best use of ICT in the school

	Actions	Achievement Milestones
Year 1	<ul style="list-style-type: none"> • Build teacher expertise in ICT learning practices in flexible learning spaces • Increase opportunities for Student Voice – through supporting learning choice on presentation and completion of work 	<ul style="list-style-type: none"> • All teams have participated in mentoring and coaching around ICT • 1:1 iPad program in place for 5/6 students • Staff and students routinely use ICT in their daily teaching and learning practices • Teacher performance plans reflect use of ICT strategies • All classrooms have an interactive screen • Whole school approach to Inquiry Learning embedded • <i>Investigations</i> program established from P-2 • <i>Self Organised Learning Environment (SOLE)</i> approach to support Inquiry units embedded in Grades 3-6
Year 2	<ul style="list-style-type: none"> • Continue to build teacher and student expertise in ICT learning practices in flexible learning spaces • Actively respond to new opportunities and initiatives in eLearning as they emerge • Increase opportunities for student voice – Engage students regularly to set goals for their own learning 	<ul style="list-style-type: none"> • All teams have participated in professional learning, mentoring and coaching around ICT as the need arises • 1:1 iPad program in place for 5/6 and 3/4 students • Staff and students routinely and confidently use an increasing toolbox of ICT/eLearning initiatives in their daily teaching and learning practices • Teacher performance plans reflect use of ICT strategies • Maintain support of Inquiry through support of <i>SOLE</i> and <i>Investigations</i> programs
Year 3	<ul style="list-style-type: none"> • Continue to build teacher and student expertise in ICT learning practices in flexible learning spaces ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Year 2 • All teams have participated in professional learning, mentoring and coaching around ICT as the need arises • 1:1 iPad program in place for 5/6, 3/4 and 1/2 students • Staff and students demonstrate extended use of ICT initiatives in their daily teaching and learning practices • Teacher performance plans reflect use of ICT strategies
Year 4	<ul style="list-style-type: none"> • Continue to build teacher and student expertise in ICT learning practices in flexible learning spaces ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 & 3 • All teams have participated in professional learning, mentoring and coaching around ICT as the need arises • 1:1 iPad program in place for 5/6, 3/4, 1/2 and Prep students

		<ul style="list-style-type: none"> • Staff and students demonstrate extended use of ICT initiatives in their daily teaching and learning practices • Teacher performance plans reflect use of ICT strategies
--	--	--

WELLBEING		
KEY IMPROVEMENT STRATEGY		
<i>3. Develop a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs</i>		
	Actions	Achievement Milestones
Year 1	<ul style="list-style-type: none"> • Maintain a Student Wellbeing team • Consistently revisit the school values • Establish and embed a common language in relation to student wellbeing and revisit student management practices to ensure consistency in application – Student Behaviour Protocols • Consider alternative ways to survey wellbeing across the school- i.e. survey monkey • Continue to support and increase lunchtime and after school programs • Continue with SSG process for cognitive assessments/speech • Expand and strengthen the role of JSC - student leadership, mentoring and buddy programs • Explore additional ways to use ICT to communicate with the school community • Plan professional learning for staff focusing attention and discussion on student wellbeing 	<ul style="list-style-type: none"> • Student Wellbeing Team meets regularly to ensure there is a common direction for student wellbeing initiatives across the school • A common process to document student welfare and behaviour issues is in place • School values are evident across the school • Evidence of school values in planning documents • Staff are familiar with the Student Wellbeing Policy and implement consistent student management practices • Support is provided to families and children as required • Complete parent/staff survey for student wellbeing • Student wellbeing is regularly addressed in various meetings of staff • JSC regularly taking an active role in the school - included in decision making for lunchtime activities • Clearly defined roles for Junior School Council and student leaders and increased student voice opportunities in place • Parents are involved in school programs and initiatives • Role statement in place for wellbeing leadership position • Wellbeing team action plan in place • School community informed of the role of Breakfast Club • Routine use of ICT for communication with the school community
Year 2	<ul style="list-style-type: none"> • Embed a common language in relation to student wellbeing and revisit student management practices to ensure consistency in application –Ensure any new staff understand 	<ul style="list-style-type: none"> • Teachers to use multiple sources of data and information gained from the Student Forums/ surveys to guide positive changes in wellbeing • Student engagement and wellbeing is regularly addressed in various meetings of staff • All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning • Support is provided to families and children as required.

WELLBEING

KEY IMPROVEMENT STRATEGY

1. Develop a strategic and coordinated approach to supporting student wellbeing through classroom and extra-curricular support programs

Year 3	<ul style="list-style-type: none">▪ Review and further develop the work of the previous two years▪ Review data related to student wellbeing▪ Actively responding to new opportunities and initiatives as they emerge	<ul style="list-style-type: none">• Continue with all initiatives from Year 2• All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning• External support is enlisted as required
Year 4	<ul style="list-style-type: none">▪ Review and further develop the work of the previous three years▪ Actively responding to new opportunities and initiatives as they emerge	<ul style="list-style-type: none">• Continue with all initiatives from Years 2 & 3• All staff understand and address the importance of our students having a high level of wellbeing as an essential foundation to learning• Various student wellbeing strategies are in place and the support of regional/network staff and external agencies is used as deemed necessary

PRODUCTIVITY

KEY IMPROVEMENT STRATEGY

1. Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets, with a particular focus on relieving Playground Stress

	Actions	Achievement Milestone
Year 1	<p>NOTE: Actions in Achievement, Engagement and Wellbeing will impact on school resources budgeting & Productivity</p> <ul style="list-style-type: none"> • Consider how teacher time can be better resourced to allow fairer and more focused professional learning opportunities. • Develop a budget to support the purchase of new resources, professional learning, peer observation and external consultants - Continue funding for current programs • Develop a sustainable model for coaching, and peer coaching/ observation - Succession plan for leadership and coaching • Updating ICT infrastructure and hardware as needed (See priorities in Engagement KIS #2) • Providing expertise through professional learning and coaching to strengthen leadership, pedagogy, content knowledge and to assist with curriculum documentation • Review the structure of the school's reporting of student progress to parents with the aim to support teachers in writing reports with a clearer, more personalised focus • Develop strategies to alleviate incidents and congestion in the schoolyard and to utilise existing learning spaces in more effective ways 	<ul style="list-style-type: none"> • School staffing is structured in such a way that provision is made for teaching and learning that meets the needs of all students • All staff have been part of targeted professional learning aligned with the school vision at point of need including ICT targets • A sustainable succession plan has been established for all targeted areas • Employment of a School Nurse • Report documentation developed with a new format that supports teachers to write with less use of jargon and greater focus on students' personal learning achievements that meets DEECD Reporting guidelines • Teachers released to develop a Yard Duty structured play program to better utilise Mary St park (Alan Bain Reserve) to reduce numbers in the active play areas of the school playground
Year 2	<ul style="list-style-type: none"> ▪ Review and further develop the work of Year 1 ▪ Actively responding to new opportunities and initiatives as they emerge ▪ Introduce playground <i>Playpod</i> program 	<ul style="list-style-type: none"> • School staffing is structured in such a way that provision is made for teaching and learning that meets the needs of all students • All staff have been part of targeted professional learning aligned with the school vision at point of need • Review and update succession plan for all targeted areas • Review and refine Alan Bain Reserve Yard Duty structured play program • Purchase of <i>Playpod</i> and introduction of supporting creative play program
Year 3	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous two years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Year 2

	<ul style="list-style-type: none"> ▪ Develop a classroom renovation program that promotes better utilisation of open plan learning spaces with a particular focus on noise management and improved access to under used spaces 	<ul style="list-style-type: none"> • Targeted renovation that supports utilisation of corridor spaces and improvement in acoustic treatments in rooms around the school to help with noise reduction
Year 4	<ul style="list-style-type: none"> ▪ Review and further develop the work of the previous three years ▪ Actively responding to new opportunities and initiatives as they emerge 	<ul style="list-style-type: none"> • Continue with all initiatives from Years 2 & 3