

School Strategic Plan for
Sunbury Primary School
School No: 1002
2015 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Sean Lawless</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Ross Buchanan</p> <p>Date.....</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>The vision for students at Sunbury Primary School is for all our students to become: Successful learners Confident, creative and curious individuals Active informed citizens</p>
<p>Values</p>	 <p>The diagram illustrates the school's core values. At the center is a brown circle with the text "Every Child can Learn". Surrounding this central circle are five other circles, each representing a value with associated actions:</p> <ul style="list-style-type: none"> Respect (teal circle): Treat others as you would like to be treated; Look after school property. Co-operation (purple circle): Work as a Team; Encourage and help others; Share. Caring (green circle): Help others; Consider the safety and feelings of others. Honesty (red circle): Tell the truth; Own up to mistakes; Own your behaviour. Responsibility (blue circle): Do the right thing; Encourage others to do the right thing; Be at school on time.
<p>Environmental Context</p>	<p>Sunbury Primary School is proud to be a school driven by a strong ethos and shared values, a place where learning is valued, focussed on the belief that every child can learn. The school's vision is for all students to become successful learners; confident, creative and curious individuals who are active and informed citizens. School enrolment in 2015 is 382. The school is organised to provide low class sizes across the school. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. To further support student learning the school engages in mutually beneficial partnerships with Victoria University Education faculty. The community is ethnically, culturally and socio-economically relatively homogeneous. Few students come from a background where English is not the main language spoken at home</p>

and approximately twenty percent of families received the Education Maintenance Allowance (now replaced by the Camps, Sports, Excursions Fund). The School Family Occupation index of the school is 0.35.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill, on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music facilities, library and hall. Landscaped grounds feature historically significant trees and a horticulture centre. The playground facilities include an oval, soccer field, basketball court, tennis courts, passive recreation areas and play equipment matched to the different physical and social stages of development.

Sunbury Primary School:

- Emphasises the development of literate, numerate, articulate children who have a capacity, passion and curiosity for learning
- Develops a shared sense of purpose
- Provides a safe, inclusive environment where children are challenged to achieve their potential
- Maintains up to date Information and Communications Technologies to enhance student outcomes and engagement through collaborative learning
- Employs high quality strategic planning practices that promote and facilitate school effectiveness
- Provides a welcoming environment where students, parents and staff are valued

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. The school values of respect, honesty, cooperation, caring and responsibility underpin the school's core belief that every child can learn.

<h2>Achievement</h2> <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 improve literacy and numeracy outcomes for all students.</p>	<p>Develop a Guaranteed Viable Curriculum(GVC).</p> <p>One that guarantees equal opportunity for learning for all students. Similarly, guarantees adequate time for teachers to teach content and for students to learn it.</p> <p>Design and Develop Sunbury P.S Instructional Model.</p> <p>With the aim to reduce in school variability and build high quality teaching practice in every classroom.</p> <p>Ensuring learning is relevant, meaningful, measurable and achievable in the allocated time frame'</p> <p>Continue to develop and embed lesson structure models for all key learning with a particular, with a particular emphasis on Writing and Spelling</p> <p>Curriculum Frameworks/Models</p> <p>Whole school approach to curriculum delivery</p> <p>Align Key Learning Areas with the Victoria Curriculum, developing Overviews, Scope and Sequence documents and Assessment</p> <p>Assessment</p> <p>Continue to review and update the assessment schedule.</p> <p>Continued focus on using data to drive teaching</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>	<ul style="list-style-type: none"> • Each student to make at least one Victorian Curriculum level progress each school year. • Achieve more than 80% of Year 5 students making medium or high relative gain in NAPLAN Literacy and Numeracy indicators • Achieve an increase in the percentage of Year 3 and 5 students performing in the top three NAPLAN Bands for their Year Level (The base for measuring this increase to be an average of the four years 2012-2015). • Measures such as PAT and On Demand triangulate data collection and support at least one year's growth • Building leadership capacity opportunities are provide for staff with at least 50% participation 	

Theory of action

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

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.

Rationale for targets

The importance of student learning targets using indicators that enable progress to be routinely monitored:

- Targets should be based from current levels of achievement, establishing where students are in their learning.
- Ensuring assessments provide information to tailor teaching to students at their points of need, and enable monitoring and celebrating progress towards achieving high standards as well as measuring progress to targets.

PLT's to focus on: (*DuFours 4 Questions*)

What do we expect our students to learn? (Goals and Expectations)

How will we know they are learning? (Assessment)

How will we respond if they don't learn? (Intervention)

How will we respond if they know it? (Challenge)

Instructional Responses

Refinement of explicit lesson structure

6+1 Traits of Writing model implemented across the school

Develop strategy Overviews (menus) in Writing and Mathematics

Using evidence based approaches to continue professional learning to build teacher knowledge and capacity to implement the teaching models

Build staff confidence to imprint positive attitudes of mathematics for students

Continue to develop a coaching and mentoring program

Teacher teams to provide the forum and focus for implementation of the instructional models and provide for teacher professional growth.

Continue to building leadership capacity

Provide practical opportunities for staff growth and professional learning

Provide school and network level leadership professional learning

Succession train aspirant leaders allowing for mentoring to occur

	<p>Actions</p> <p>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>Success criteria</p> <p>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>Year 1</p>	<ul style="list-style-type: none"> • Whole school approach to curriculum delivery aligning Key Learning Areas with the Victoria Curriculum, developing Overviews, Scope and Sequence documents and Assessment • Assessment schedule and Data Growth Assessment reviewed and modified • Reinforce instruction models in Reading and Mathematics • Develop a school wide Instructional Model in Writing and Spelling • Assistant Principal to provide strategic coaching and mentoring for key staff • Ongoing Professional Learning in Curriculum, Pedagogy and Assessment • Teacher teams to provide the forum and focus for implementation of the instructional models and provide for teacher professional growth. • The SDR Network will provide professional Leadership learning opportunities, facilitated by Mike Sherry, for keen aspiring leaders to develop their capacity. • School will implement a new structure for PLT and Curriculum Leaders. 	<ul style="list-style-type: none"> • <i>Achieve State Benchmark or above in Year 3 and 5 NAPLAN results in Literacy and Mathematics</i> • <i>Achieve more than 75% of Year 5 students making medium or high relative gain in NAPLAN Literacy and Numeracy indicators</i> • <i>Achieve an increase in the percentage of Year 3 and 5 students performing in the top three NAPLAN Bands for their Year Level (The base for measuring this increase to be an average of the four years 2012-2015).</i> • <i>Develop strategy Overviews (menus) in Writing and Spelling</i> • <i>Instructional models being implemented in every classroom.</i> • <i>Consistent approaches being used across the school in writing and spelling</i> • <i>Staff keen to be involved in the coaching and mentoring program.</i> • <i>Learning Walks to continue to focus on Curriculum and Instructional Practice. Consistent Whole School Approaches lessen variability between classes</i> • <i>The adoption of evidence based practice, in teaching and learning including 6+1 Traits, Sound Waves, and introduce Classroom Instruction That Works (McREL) as evidenced in classroom practice and planning documents</i> • <i>Staff taking an Action Research approach to examine the effectiveness of their teaching.</i> • <i>40% of our teaching staff to attend the Middle Leaders Leadership course by Mike Sherry.</i> • <i>Aspiring leaders are given the opportunities to lead in PLT, Curriculum and Team leadership groups.</i>

Year 2

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| | <ul style="list-style-type: none">• Continue the cycle of Professional Learning in Literacy and Numeracy• Achieve State Benchmark or above in Year 3 and 5 NAPLAN results in Literacy and Mathematics• Continuing to develop Overviews, Scope and Sequence documents in all key learning areas• Reinforce instruction models in Reading and Mathematics• Develop a school wide Instructional Model in Writing and Spelling• Provide strategic coaching and mentoring for key staff• Ongoing Professional Learning in Curriculum, Pedagogy and Assessment• Teacher teams to provide the forum and focus for implementation of the instructional models and provide for teacher professional growth• Continue to provide professional Leadership learning opportunities, for keen aspiring leaders to develop their capacity• School will implement a new structure for PLT and Curriculum Leaders. | <ul style="list-style-type: none">• <i>Learning Walks, PDP Action Plans, Coaching and Mentoring to continue with increased teacher capacity, knowledge and confidence.</i>• <i>Achieve more than 80% of Year 5 students making medium or high relative gain in NAPLAN Literacy and Numeracy indicators</i>• <i>Continue to achieve an increase in the percentage of Year 3 and 5 students performing in the top three NAPLAN Bands for their Year Level</i>• <i>Whole School Overviews and Scope and Sequence documents developed and trialed and evaluated and modified</i>• <i>Instructional models implemented in every classroom.</i>• <i>Consistent approach being used across the school in writing and spelling</i>• <i>Knowledge, capacity, confidence and teacher effectiveness increased in Opinion survey data</i>• <i>Consistent Whole School Approaches less between class variability</i>• <i>Embedding evidence based practice, in teaching and learning including 6+1 Traits, SoundWaves, and Classroom Instruction That Works (McREL)</i>• <i>Staff taking an Action Research approach to examine the effectiveness of their teaching.</i>• <i>Aspiring leaders to continue to be given the opportunities to lead in PLT, Curriculum and Team leadership groups and succession train staff with mentoring opportunities.</i> |
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<p>Year 3</p>	<ul style="list-style-type: none"> • Achieve State Benchmark or above in Year 3 and 5 NAPLAN results in Literacy and Mathematics • Whole school Curriculum Overviews, Scope and Sequence documents in all key learning areas developed • Continue to reinforce instruction models in Reading, Writing, Spelling and Mathematics • Implement Sunbury P.S instructional Model • Continue to provide strategic coaching and mentoring for key staff • Ongoing Professional Learning in Curriculum, Pedagogy and Assessment • Teacher teams to provide the forum and focus for implementation of the instructional models and provide for teacher professional growth. • Continue to provide professional Leadership learning opportunities • School will continue implement new structures for PLT and Curriculum Leaders. 	<ul style="list-style-type: none"> • <i>Achieve more than 80% of Year 5 students making medium or high relative gain in NAPLAN Literacy and Numeracy indicators</i> • <i>Continue to achieve an increase in the percentage of Year 3 and 5 students performing in the top three NAPLAN Bands for their Year Level</i> • <i>School wide adoption of the Curriculum planning documents and seen to support planning across all teams</i> • <i>Learning Walks, PDP Action Plans, Coaching and Mentoring to continue with increased teacher capacity, knowledge and confidence in extending learners both horizontally and vertically through the curriculum. Improved outcomes 30% students working at a level above their chronological age.</i> • <i>Instructional models implemented in every classroom.</i> • <i>Consistent approach being used across the school in writing and spelling</i> • <i>Knowledge, capacity, confidence and teacher effectiveness increased in Opinion survey data</i> • <i>Embedding evidence based practice, in teaching and learning including 6+1 Traits, SoundWaves, and Classroom Instruction That Works (McREL)</i> • <i>Aspiring leaders to continue to be given the opportunities to lead in PLT, Curriculum and Team leadership groups and succession train staff with mentoring opportunities</i>
<p>Year 4</p>	<ul style="list-style-type: none"> • Review and evaluate the key improvement strategies in preparation for the new strategic plan. 	<ul style="list-style-type: none"> • <i>Review and evaluate the success of the initiatives implemented.</i>

<h2>Engagement</h2> <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>		<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 enhance student engagement and well-being by strengthening the student-centred, stimulating learning environment.</p>	<p>Develop a research approach to the design and implementation of Inquiry Units using the new Victorian Curriculum</p> <p>Develop opportunities for students in all classes to have input into the design and application of the curriculum</p> <p>Foster in students an intrinsic motivation to learn by targeted feedback, goal setting and celebration opportunities</p> <p>Continue to use Digital learning to support the curriculum and promote student engagement</p> <p>Continue with transition arrangements designed to ensure that all students are prepared and ready for the next stage of their learning/schooling.</p> <p>Foster parent partnership/engagement strategies to support improved student learning.</p> <p>Develop the student leadership program across all year levels</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>To maintain student Attitudes to School Survey measures with mean scores above four on the five-point scale, and in the middle 50% of all school scores, in particular classroom behavior and student safety</p>	
<h3>Theory of action (optional)</h3> <p>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 students are cognitively, emotionally and are intrinsically motivated to learn then they will be engaged in schooling and their outcomes will improve.</p>	

	<p>Actions</p> <p>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>Success criteria</p> <p>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>Year 1</p>	<ul style="list-style-type: none"> • Transition into the Victorian Curriculum, aligning integrated units • Continue to use Digital learning to support the curriculum and promote student engagement • Continue with transition arrangements designed to ensure that all students are prepared and ready for the next stage of their learning/schooling. • Foster parent partnership/engagement strategies to support improved student learning. • Develop the student leadership program across all year levels. • Evaluate current whole school wellbeing programs • Implement Respectful Relationships curriculum into our Values program 	<ul style="list-style-type: none"> • <i>Teachers planning using modified and updated curriculum</i> • <i>All teachers engaged in Professional Learning Classroom Instruction That Works (CITW), Creating an Environment for Learning, with a focus on Feedback and Goal Setting.</i> • <i>Provide hardware resources with the view of reaching 1:1 device by the end of the strategic plan and provide professional learning in Digital Technologies across the school with preparation for implementation 2017.</i> • <i>Continue to foster a strong relationship with St Andrews Kindergarten and develop stronger ties with Goodstart Early Childhood to increase enrolments from our closest Pre- Schools</i> • <i>Grade 6 teachers to attend Network Professional Learning, Closing the Gap in Primary to Secondary Mathematics and apply their new knowledge.</i> • <i>Key teaching personnel offer a suite of parent programs including, classroom Helpers Program and supporting reading in the Early Years.</i> • <i>Successful selection process for School and House Captains, and JSC membership</i> • <i>Number of students applying for leadership roles</i> • <i>All students in each class given a role of responsibility throughout the year.</i> • <i>Evaluation of the You Can Do It Program, Peer Support and Buddies to align them with the current needs of the students.</i> • <i>Units of study integrated into our existing values program including my body, body safety, stranger danger, respectful relationships, Health and Human Relationships, Drug Education and Cyber Safety.</i> • <i>Student Attitudes to School Survey measures</i>

<p>Year 2</p>	<ul style="list-style-type: none"> • Transition into the Victorian Curriculum, aligning integrated units • Students having input into the design and application of the curriculum • Foster in students an intrinsic motivation to learn by targeted feedback, goal setting and celebration opportunities • Continue to use Digital learning to support the curriculum and promote student engagement • Continue with transition arrangements designed to ensure that all students are prepared and ready for the next stage of their learning/schooling. • Foster parent partnership/engagement strategies to support improved student learning. • Continue to develop the student leadership program across all year levels. • Embed whole school wellbeing program 	<ul style="list-style-type: none"> • <i>Teachers continue planning using the Victorian Curriculum</i> • <i>Student show continual value adding growth above Regional and State means on the Attitude to School Survey- Combined Trend analysis in the areas of Student Morale and Motivation and School Connectedness.</i> • <i>All teachers to continue to be engaged in Professional Learning Classroom Instruction That Works (CITW), Creating an Environment for Learning, with a focus on Feedback and Goal Setting.</i> • <i>Provide hardware resources with the view of reaching student 1:3 device ratio and provide professional learning in Digital Technologies across the school as identified in the school e-learning plan</i> • <i>Continue to foster a strong relationship with St Andrews Kindergarten and develop stronger ties with Good Start Early Learning to increase Prep enrolments from our closest Pre-Schools</i> • <i>Key teaching personnel offer a suite of parent programs including, classroom Helpers Program, supporting reading in the Early Years.</i> • <i>All students in each class given a role of responsibility throughout the year.</i> • <i>Continue to develop greater opportunities so more students partake in leadership roles across the school</i> • <i>All classes participating in the values program</i> • <i>Continue to re- evaluate and develop values programs around My body, body safety, stranger danger, respectful relationships, Health and Human Relationships, Drug Education and Cyber Safety keeping abreast of societal shifts.</i> • <i>Student Attitudes to School Survey measures</i>
<p>Year 3</p>	<ul style="list-style-type: none"> • Consolidate and monitor the actions implemented 	<ul style="list-style-type: none"> • <i>Monitor the success of the implementation, making adjustments where needed and managing personal transitions.</i>
<p>Year 4</p>	<ul style="list-style-type: none"> • Review and evaluate the key improvement strategies in preparation for the new strategic plan. 	<ul style="list-style-type: none"> • <i>Review and evaluate the success of the initiatives implemented.</i>

<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 develop student resilience and behaviour that reflects the school values.</p> <p>To provide education that is inclusive to all students were all students succeed despite their disabilities or individual challenges</p>	<p>Review Sunbury wellbeing program to ensure a coherent whole school approach incorporating mindfulness and resilience.</p> <p>Reconnect with the school vision, mission, motto and values and promote to the school community</p> <p>Implementation of consistent behaviour management policy and program</p> <p>Restorative justice</p> <p>Implement 3 Tier Response to Intervention Model (RTI)</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>To maintain the Student Attitudes to School mean scores for the following measures in the middle 50% of all school scores:</p> <ul style="list-style-type: none"> - classroom behaviour (and above four on the five-point scale) - connectedness to peers (and above four on the five-point scale) - student safety. 	
<h3>Theory of action (optional)</h3> <p>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>An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> <p>Positive/authentic relationships and high levels of relational trust are correlated to maintaining high levels of student outcomes.</p>	

	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	<ul style="list-style-type: none"> • Develop student resilience and behaviour that reflects the school values. Review Sunbury wellbeing program to ensure a coherent whole school approach incorporating mindfulness and resilience. • Maintain the Student Attitudes to School mean scores • Implement 3 Tier Response to Intervention Model (RTI) 	<ul style="list-style-type: none"> • <i>Review Student Behavior Management Flowchart completed</i> • <i>Implementation of consistent behaviour management policy.</i> • <i>Develop a Clear Consequences document for trial</i> • <i>Student Attitudes to School measures</i> • <i>Focus on early intervention, applying the 3 Tier intervention approach and monitoring progress and celebrating success with less students in each cohort at risk.</i>
Year 2	<ul style="list-style-type: none"> • Develop student resilience and behaviour that reflects the school values. Review Sunbury wellbeing program to ensure a coherent whole school approach incorporating mindfulness and resilience. • Continue to maintain the Student Attitudes to School mean scores • Adopt 3 Tier Response to Intervention Model (RTI) in all classrooms 	<ul style="list-style-type: none"> • <i>Embed Student Behavior Management Flowchart</i> • <i>Annual review of consistent behaviour management policy.</i> • <i>Implementation of Clear Consequences document.</i> • <i>Student Attitudes to School measures</i> • <i>Focus on early intervention, applying the 3 Tier intervention approach and monitoring progress and celebrating success with less students in each cohort at risk.</i>
Year 3	<ul style="list-style-type: none"> • Consolidate and monitor the actions implemented 	<ul style="list-style-type: none"> • <i>Monitor the success of the implementation, making adjustments where needed and managing personal transitions.</i>
Year 4	<ul style="list-style-type: none"> • Review and evaluate the key improvement strategies in preparation for the new strategic plan. 	<ul style="list-style-type: none"> • <i>Review and evaluate the success of the initiatives implemented.</i>

<h2>Productivity</h2> <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>		<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 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>The strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Self Evaluation provide the basis for a general resource allocation strategy in the new Strategic Plan.</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>Achieve high levels of staff opinion as measured through the Staff Opinion Survey Professional Learning Module.</p> <p>To achieve 1:1 technology/student ratio.</p>	
<h3>Theory of action (optional)</h3> <p>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>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>Actions</p> <p>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>Success criteria</p> <p>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>Year 1</p>	<ul style="list-style-type: none"> • Resources allocated in accordance with identified needs • Maintain and Improve the schools physical Environment including planned maintenance on Historical Buildings and grounds, and the development of the Industrial Yard. • Continue to develop learning environments that are visually pleasing, excite curiosity, and promote a sense of belonging • Class structure and physical room allocation • Develop a collaborative Culture, where collective efficacy and high expectations are embedded • Develop a school structure and timetabling arrangements to allow for Professional Learning Teams (PLT's) to meet in cohorts and in school priority curriculum, leadership and action teams. 	<ul style="list-style-type: none"> • <i>Resources allocated in accordance with identified needs</i> • <i>Planned Horticultural day in term 3 with continued support from the school community</i> • <i>Successful, Inclusion funding application to assist with the development of the Industrial Yard to commence work in Semester 1</i> • <i>Curriculum and classroom budgets reflect the growing need for resources in classrooms to promote engagement and increase student learning outcomes, evident in opinion survey data.</i> • <i>Class structure allowing low class sizes, (Year 3/4 composites), and team teaching opportunities for teachers working at requested time fractions.</i> • <i>Rooms allocated in logical sequence across the site, with Grade 6 students housed in the Cross Building to allow for Team Teaching and 21st Century thinking around linking teaching and learning to creative learning spaces.</i> • <i>Develop team protocols (PLT's, Curriculum and Leadership teams) and evaluate effectiveness</i> • <i>Teams create Action Plans to direct their work and monitor their effectiveness</i>

<p>Year 2</p>	<ul style="list-style-type: none"> • Resources allocated in accordance with identified needs • Continue to maintain and Improve the schools physical Environment including planned maintenance on Historical Buildings and grounds • Continue to develop learning environments that are visually pleasing, excite curiosity, and promote a sense of belonging • Class structure and physical room allocation • Develop a collaborative Culture, where collective efficacy and high expectations are embedded • Maintain a school structure and timetabling arrangements to allow for Professional Learning Teams (PLT's) to meet in cohorts and in school priority curriculum, leadership and action teams. 	<ul style="list-style-type: none"> • <i>Resources allocated in accordance with identified needs</i> • <i>Planned Horticultural day in term 3 with continued support from the school community</i> • <i>Curriculum and classroom budgets reflect the growing need for resources in classrooms to promote engagement and increase student learning outcomes, evident in opinion survey data.</i> • <i>Class structure allowing low class sizes, (Year 3/4 composites), and team teaching opportunities for teachers working at requested time fractions and reviewed annually.</i> • <i>Rooms allocated in logical sequence across the site, with Grade 6 students housed in the Cross Building to allow for Team Teaching and 21st Century thinking around linking teaching and learning to creative learning spaces.</i> • <i>Develop team protocol's (PLT's, Curriculum and Leadership teams) and evaluate effectiveness</i> • <i>Teams create Action Plans to direct their work and to continue to monitor implementation.</i>
<p>Year 3</p>	<ul style="list-style-type: none"> • Consolidate and monitor the actions implemented 	<ul style="list-style-type: none"> • <i>Monitor the success of the implementation, making adjustments where needed and managing personal transitions.</i>
<p>Year 4</p>	<ul style="list-style-type: none"> • Review and evaluate the key improvement strategies in preparation for the new strategic plan. 	<ul style="list-style-type: none"> • <i>Review and evaluate the success of the initiatives implemented.</i>