School Strategic Plan

Karingal Heights Primary School

5053

2015 - 2018

## **Endorsements**

|  |  |
| --- | --- |
| Endorsement by School Principal | Signed:  Name: Michael Cowden  Date: March 26 2015 |
| Endorsement by School Council | Signed: .  Name : Michael Black  Date :March 26 2015  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed…………….  Name…John Allman  Date…April 14, 2015 |

## **School Profile**

|  |  |
| --- | --- |
| **Purpose** | Karingal Heights Primary School strives to have students become motivated and independent learners through the provision of high quality effective learning and teaching programs. The school’s mission is to maximise student achievement through individualisation, differentiation and personalised learning within a collaborative environment.  Our goals can be stated as follows:  1. To develop a contemporary curriculum framework that encourages self-directed learners and reflective thinkers with strong core academic skills, knowledge and understanding in literacy and numeracy that enables students to actively participate and prosper in the world as global citizens.  2. To build a rich, relevant, challenging and stimulating environment that promotes consistently high levels of student engagement through the use of student assessment data and parental involvement in the understanding of curriculum and pedagogy.  3. To enhance student wellbeing in a supportive learning community that fosters the school values in order to promote and nurture the social, emotional and physical development of all students.  4. To manage the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students. |
| **Values** | Our school provides a welcoming, friendly and respectful learning environment where individuals are encouraged to live by the values which underpin our philosophy and day to day operation at school. Our values include respect, empathy, cooperation, integrity, optimism, honesty and trust.  We are committed to working in partnership with the school community to provide a supportive and positive learning environment in which students' individual skills and talents are identified and encouraged. |
| **Environmental Context** | Karingal Heights Primary School was established in 1975 and is situated in a quiet residential location on the eastern fringe of Frankston, about 3 kilometres from the city centre. The area is an evolving one with some long-term residents moving out and the housing they once occupied changing from owner-occupied to generally rental accommodation.  Karingal Heights services a student population of approximately 115 children. The school’s Student Family Occupation index (SFO) is 0.7097. Many parents in the past have been the recipients of the Education Maintenance Allowance (EMA). Four students benefit from PSD funding and there are seven Koori students currently enrolled at Karingal Heights.  The staff profile has changed significantly since the review of 2012. There has been a change of Principal, the employment of an Assistant Principal only in the past six months, the departure of four experienced staff due to retirement or promotion, staff moving to other schools and the employment of two graduate teachers. Our Leadership Team now exists of the Principal, Assistant Principal and three of the five grade teachers. This team meets once every two weeks to discuss ways in which to improve student learning and outcomes. Staff and Professional Learning Team meetings take place weekly. Non-teaching staff include the business manager and two integration aides. They also meet once every two weeks with the Principal and Assistant Principal.  Improving student learning is the core of our work at Karingal Heights. Our mission is to maximise student achievement through individualisation, differentiation and personalised learning within a collaborative environment. There are high expectations for student achievement and this in non-negotiable. The major emphasis is on the core subjects of Literacy and Numeracy with Academic Achievement awards being a new focus on which to end the school year.  There are 5 classes supported by programs in Art and Music, (run by a part time teacher), Library, (run by the Principal) and sessions in the computer lab (run by the Assistant Principal). In addition to these formal lessons, students benefit from camps, excursions both in and out of the school, interschool sports and other extra curricula activities.  Karingal Heights has well maintained grounds and buildings and is attractive and welcoming. The school has a fully equipped kitchen, a fully functional computer lab, adequate and well maintained ICT devices including interactive whiteboards, iPads, touch screen laptops and desktops in classrooms and many other learning resources.  McClelland College is the closest local secondary school and we work closely with them and other secondary schools together to support the transition of our year six children into year seven. Transition activities also occur with our local pre-school, East Karingal Pre-School in order to ensure a smooth transition of children and their parents into our Foundation year. We also welcome regular visits into classrooms by the Frankston Special Development School. Parent and guardian involvement in the school is welcomed. They mainly assist with reading activities, the Breakfast Club that operates twice weekly, canteen, excursions and School Council.  Karingal Heights Primary School is proud to be a focal point for the community and aims to provide an open, friendly, safe and stimulating environment where parents, teachers and children share a commitment to education and to each other. The school community strives to provide an atmosphere that encourages children to develop responsible and caring attitudes towards themselves and others and to value and recognise the contributions of all. Karingal Heights is working towards becoming a KidsMatter school. |
| **Service Standards** | Karingal Heights continues to foster its close links with parents and the broader school community using a range of traditional and digital media to contact parents and members of its community. Information relating to individual children is communicated at parent-teacher interviews and telephone. The school has recently updated its Website and is in the process of uploading relevant information for parents, children and the community when it becomes available. The Tiqbiz app has recently been purchased allowing for more direct communication to parents and this is in addition to the children receiving the school newsletter on a fortnightly basis.  Teaching and administrative staff has high expectations of themselves and the students in their care in regards to both academics and behaviour. High expectations for all students are expected, regardless of their ability and this is reinforced to students and parents. Programs are adapted and instruction given to cater for the needs of all children including those funded through the PSD program. Staff regularly attend Professional Learning Team meetings where they plan curriculum strategies that is informed by AusVels and assessment results. Each school day guarantees a focus on English and Mathematics; however, there are opportunities for students to experience diverse subjects such as science, music, art, ICT and to participate in physical activity through year level sport and interschool sport. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategic Direction** | | | |
|  | **Goals** | **Targets** | **Key Improvement Strategies** |
| ***Achievement***  ***To develop a contemporary curriculum framework that***  ***focuses on***   * Integrated literacy and numeracy * Engagement and participation * Wellbeing and optimism   ***To evaluate the success of this work through ongoing examination of student learning and engagement*** | * To maximise literacy and numeracy outcomes for all students. * To establish a culture of personalised learning and high expectations. * To establish transparent and rigorous systems of accountability and collective responsibility by which school and student performance can be monitored. * Staff to use whole school data to inform their focus for student improvement. * To equip Karingal Heights students with the skills, knowledge and understanding that will enable them to actively participate and prosper in the world as global citizens. | ***Relative growth in years 3 and 5 will be a major focus - in particular, the number of students achieving low relative growth in years 3-5 (using the 2013 data as a benchmark)***  ***Growth Chart***  ***Reading-Increase high growth from years 3 to 5 from 15% (2013) to 25% (2017)***  ***Writing- Maintain high growth at 25% (2013)***  ***Spelling –Increase high growth from 19% (2013) to 25%(2017)***  ***Punctuation and Grammar-Increase high growth from 15% (2013) to 25% (2017)***  ***Numeracy-Increase high growth from 5% (2013) to 25% (2017)***  ***Whole School Documentation***   * Whole school curriculum plan documented * Revised whole school assessment schedule documented * Team planning documents reflect a differentiated curriculum * Plan for professional learning fully documented | ***Collaboratively create a shared vision for Learning and Teaching in the school.***  ***Align all school structures and appropriate documentation to reflect the Karingal Heights vision, beliefs and pedagogical practices, incorporating the following actions:***   * Literacy / Numeracy – building the curriculum framework with respect to AusVELS, particularly in Writing and Number. * Continue to develop developmental continuums, formative assessment strategies and student tracking mechanisms; and pedagogy / teaching strategies linked to student needs. * Continue with professional learning in reading, writing, oral language and mathematics. * Rigorous Performance and Development processes to be established including specific targets to be achieved which are in line with the school targets. * Teacher practices to be observed across the school to ensure consistency. (Principal Team). * Role statements for all staff members are linked to Performance and Development Plan. * Introduction of new assessment schedule including benchmarking, pre-testing, writing moderation and samples in order to measure growth and set targets. * Introduction of the Accelerus program to enable school wide assessment practices and the use of assessment to inform teaching. * Develop an ICT Framework to support the implementation of each curriculum area within the context of 21st century learning needs.   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Ensuring rigorous reflective practices re: teacher teaming and use of space * Strengthen leadership capacity to mentor, coach and plan and to lead the improvement process * Identify and articulate common understandings re: appropriate use of space and preferred teaching practice * Focus Leadership and Professional Learning Team meeting agendas to meet the goals of the strategy. |
| ***Engagement***  ***To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement and parental involvement and understanding of curriculum and pedagogy.*** | * To build positive, supportive and engaging learning relationships with students, parents and staff. * To build community knowledge of the school curriculum model to increase parents’ active understanding and involvement in student learning. | ***Attitudes to School Survey will be used to inform the effectiveness of the programs and processes offered at our school using the 2014 results as the benchmark.***  ***In particular, the following variables will be highlighted:***  ***Student Motivation (2014)***  ***Improve student motivation from 4.34 (2014-14)***  ***Learning Confidence (2014)***  ***improve learning confidence from 3.68 (2013/14)***  ***Stimulating Learning (2014)***  ***improve stimulating learning from 3.48 (2013/2014)*** | ***Build engaging and supportive learning relationships with students, parents and staff*** ***by:***   * Strengthening student voice to empower students as contributing citizens and building ownership of the learning process, including student Feedback and goal setting, based on clear learning intentions, success criteria * Build a school wide transition program that captures successful attributes of current programs and activities. * Continue to provide a range of ICT across the school * Completion of IEPS for ATSI (and PSD) children - using funding to employ a class-based tutor * Developing teacher skills in relation to individualised, personalised and differentiated learning * Cafe Reading implementation to continue and to be refined to ensure the needs of children are being met through engagement in Reading. * Focus on positive relationships with the school’s feeder Kindergartens and Secondary schools to minimize transition issues and cater for individual needs.\Developing student self -assessment & reflective practices * Introducing 3 way interviews for students in Years 5 and 6 to increase both parent involvement and understanding of their child’s learning and student voice. * Improve parent communication via the school website, school foyer displays, and parent information sessions. |
| ***Wellbeing To enhance student wellbeing and resilience in a supportive learning community that fosters the school values and which promotes and nurtures the social, emotional and physical development of all students.*** | * Create an inclusive, safe and secure learning environment to ensure students have positive learning experiences and to increase their wellbeing and safety. | ***The Attitudes to School Survey will be used to inform the effectiveness of the programs and processes offered at our school using the 2014 results as the benchmark.***  ***In particular, the following variables will be highlighted:***  ***Connectedness to Peers (2014)***  ***Improve connectedness to peers from 3.82 (2013/14)***  ***Student Distress (2014)***  ***improve student distress from 5.72 (2013/14)***  ***Student Morale (2014)***  ***To improve student morale from 5.38 (2013/14)***  ***Also:***  ***Student Absence Data***  ***Improve student absence data from school mean of 14.00 (2013/14)*** | ***Promote a safe and secure learning environment with enhanced student wellbeing and resilience.***  ***Student Well Being***   * Formulate a new Behaviour Management policy including the formulation of a plan of action for children who cannot successfully sustain acceptable behaviour Refine and promote current school programs and processes designed to enhance student wellbeing * Build strategies to promote wellbeing through the Friendly Schools, Friendly Families program. * Design and implement a whole school cyber-safety program * Continue on the road to becoming a KidsMatter school. * Transitions inside and outside, between groups and year levels is orderly and can be visually seen by an observer.   ***Student Programs***   * Pre and post testing of learning, prior to teaching in literacy and numeracy leads to the ability grouping of students for differentiated teaching in Literacy and Numeracy. * The development of a two year Inquiry Learning Plan sees a balance in the implementation of Primary Connections Science and Discovering History Units. * The Integration of the Visual Literacy and ICT programs, and a specialist Physical Education and Sports program ensure a well-rounded curriculum provision for students   ***Parent Communication***   * Complete the redevelopment of the school’s website and the introduction of Tiqbiz as a means of communication to parents. * Documentation and discussion with our children, families and relevant agencies to address the health and wellbeing needs of our students such that barriers to their success are minimized is recorded and actioned as part of the ongoing record keeping for each child. |
| ***Productivity To manage the allocation of resources-[human, financial, time, space and materials] to maximise the learning outcomes for all students*** | * To ensure consistency and alignment of all aspects of school operations and resource allocations across the Key Improvement Strategies. | ***Completed School Strategic Plan***  ***Major purchases during the life of this plan will centre on the provision of contemporary literacy materials and ICT (laptops and iPads) and on the creation of environments that support successful reading behaviours.***  ***Ongoing program budget development and expenditure as documented in finance reports for School Council.***  . | ***Manage and align resource allocation across the Key Improvement Strategies to maximise the use of staffing, professional learning and teaching resources to improve student learning outcomes***  ***Manage Resources to support***   * A comprehensive and strategic professional learning plan with clear focus on wellbeing, contemporary pedagogy and AusVELS compliant Curriculum. * The employment of an educational consultant so that, in consultation with the teaching staff and Principal Team, a professional learning program is developed and presented consistently. * Differentiate and personalise professional learning such that each staff member is able to access relevant learning in a timely manner.   The school intends to   * Further develop team effectiveness and leadership capacity * Focus resources on programs that align with the strategic direction of the school * Align staff performance and development plans with the strategic direction of the school and build measurable key result areas into these plans. * Further develop the links with neighbouring schools and other educational providers to maximize learning opportunities and successful transitions for staff and students * Ensure that funding for facilities and resourcing of all programs is in line with the school’s strategic direction. * Involve relevant school community cohorts in the collation of material to inform the development of the AMP and future facilities planning. * Direct our SRP and local fundraising towards the implementation of our whole school plan. Staff members direct the spending of a sizeable portion of our available funds such that their classrooms and units are well resourced within the bounds of the whole school plan. |

**School Strategic Plan 2015- 2018: Indicative Planner**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Improvement Strategies** | | **Actions** | **Achievement Milestone** |
| **Achievement**  ***To develop a contemporary curriculum framework that encourages self-directed learners and reflective thinkers with strong core academic skills in literacy and numeracy and capabilities which will enable them to make connections with the wider globalised community.***  ***Collaboratively create a shared vision for Learning and Teaching in the school.***  ***Align all school structures and appropriate documentation to reflect the Karingal Heights vision, beliefs and pedagogical practices, incorporating the following actions:***   * Literacy / Numeracy – building the curriculum framework with respect to AusVELS, particularly in Writing and Number. * Continue to develop developmental continuums, formative assessment strategies and student tracking mechanisms; and pedagogy / teaching strategies linked to student needs. * Continue with professional learning in reading, writing, oral language and mathematics. * Rigorous Performance and Development processes to be established including specific targets to be achieved which are in line with the school targets. * Teacher practices to be observed across the school to ensure consistency. (Principal Team). * Role statements for all staff members are linked to Performance and Development Plan. * Introduction of new assessment schedule including benchmarking, pre-testing, writing moderation and samples in order to measure growth and set targets. * Introduction of the Accelerus program to enable school wide assessment practices and the use of assessment to inform teaching. * Develop an ICT Framework to support the implementation of each curriculum area within the context of 21st century learning needs.   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Expanding teacher teaming practices * Ensuring rigorous reflective practices re: teacher teaming and use of space * Strengthen leadership capacity to mentor, coach and plan and to lead the improvement process * Identify and articulate common understandings re: appropriate use of space and preferred teaching practice * Focus Leadership and Professional Learning Team meeting agendas to meet the goals of the strategy. | Year 1 | ***Collaboratively Create A Shared Vision For Learning And Teaching In The School.***   * Hattie’s 10 Principles : Learning and Teaching * Revise E5 Framework   ***Refine role statements for Leadership Team in-line with Learning Vision and review findings.***  ***Establish Plan P&D processes for 2015 – Staff Roles and Accountability***  ***Professional Learning Plan: Curriculum and pedagogical practices, incorporating the following***   * Revise Whole School Literacy Practices * Introduce Numeracy – building the curriculum framework with respect to AusVELS, particularly in Number.   ***Assessment and Reporting***   * Introduction of new assessment schedule including benchmarking, pre-testing, writing moderation and samples in order to measure growth and set targets. * Introduction of the Accelerus program to enable school wide assessment practices and the use of assessment to inform teaching.   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Expand teacher teaming practices * Focus Leadership and Professional Learning Team meeting agendas to meet the goals of the strategy. | ***Shared Vision For Learning And Teaching In The School Is Negotiated and Documented***  ***Leadership And Staff Role Statements Documented Professional Learning Plan Is Implemented***  ***P&D Rubrics Documented***  ***Professional Learning Plan Presented to Staff***  ***Whole School Numeracy Program Documented: including***  ***10 Essential Components***  ***Assessment Schedule Provides Opportunities For Effective Moderation***  ***Accelerus Reports Show Student Tracking On An Individual And Cohort Basis***  ***Minutes Reflect Effective Teaming Practices*** |
| Year 2 | ***Collaboratively Create A Shared Vision For Learning And Teaching In The School.***  ***Professional Learning Plan: Curriculum and pedagogical practices, incorporating the following***   * Focus : Effective Writing and Spelling Practices * Maintain Numeracy initiatives (2015)   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Ensuring rigorous reflective practices re: teacher teaming and use of space   ***Develop an ICT Framework to support the implementation of each curriculum area within the context of 21st century learning needs.*** | ***Shared Vision For Learning And Teaching : Principal Team Observational Feedback***  ***Professional Learning Plan Presented to Staff***  ***Whole School Writing and Spelling Program Documented***  ***Collaborative Teaching Practices evident in planning***  ***Draft ICT Framework is negotiated*** | |
| Year 3 | ***Professional Learning Plan: Curriculum and pedagogical practices, incorporating the following***   * Focus : Effective Reading Practices * Maintain Numeracy initiatives (2015)   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Strengthen leadership capacity to mentor, coach and plan and to lead the improvement process | ***Professional Learning Plan Presented to Staff***  ***Whole School CAFÉ Reading Program Documented***  ***Shared Vision For Learning And Teaching : Mentors Observational Feedback*** | |
| Year 4 | ***Professional Learning Plan: Curriculum and pedagogical practices, incorporating the following***   * Focus : Effective Oral Language Practices * Maintain Numeracy initiatives (2015)   ***Build effective teaching teams and leadership capacity to maximize student learning by:***   * Identify and articulate common understandings re: appropriate use of space and preferred teaching practice | ***Professional Learning Plan Presented to Staff***  ***Whole School CAFÉ Oral Language Program Documented***  ***Shared Vision For Learning And Teaching : Use of Teaching Space and Collegiate Teaching Practices*** | |
| **Engagement**  ***To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement and parental involvement and understanding of curriculum and pedagogy.***  ***Build engaging and supportive learning relationships with students, parents and staff*** ***by:***   * Strengthening student voice to empower students as contributing citizens * Building ownership of the learning process, including student goal setting, based on clear learning intentions and success criteria * Developing student self -assessment & reflective practices * Introducing 3 way interviews for students in Years 5 and 6 to increase both parent involvement and understanding of their child’s learning and student voice. * Increase the curriculum and pedagogical knowledge of the curriculum which is relevant to parents on the school website, in the school foyer, updating of displays and parent information sessions. | Year 1 | ***Build engaging and supportive learning relationships with students, parents and staff*** ***by:***  ***Student Voice:***   * Strengthening student voice to empower students * Turn and Talk / Buddy Talk * Collaborative group Work   ***Student Choice***   * Building ownership of the learning process, * Learning Intentions & Success criteria * Teacher Feedback - student goal setting, * Student self -assessment & reflective practices   ***Student Reporting***   * Introducing 3 way interviews for students in Years 5 and 6 to increase both parent involvement and understanding of their child’s learning   ***Parent Communication***   * Increase the curriculum and pedagogical knowledge of the curriculum which is relevant to parents on the school website, in the school foyer, updating of displays and parent information sessions. | ***Structured Discussion Kit Documented***  ***Learning Intentions & Success Criteria***  ***Evident In All Classrooms***  ***Student Self-Assessment Records***  ***3 Way Interviews Trialled And Implemented***  ***Parent Surveys Indicate Satisfaction***  ***With Information Processes*** | |
| Year 2 | ***Student Voice:***   * Strengthening student voice to empower students * 50% Student Talk V 50% Teacher Talk   ***Student Choice***   * Student self -assessment & reflective practices * Using ‘I can’ Statements (Numeracy )   ***Student Reporting***   * 3 way interviews for students in Years 3 to 6 to   ***Parent Communication***   * Student led parent information sessions. | ***Classroom Observation & Feedback shows 50%/50% Talk***  ***Numeracy “I can” Statements – Collated***  ***3 Way Interviews Trialled And Implemented***  ***Parent Surveys Indicate Satisfaction***  ***With Information Processes*** | |
| Year 3 | ***Student Voice:***   * Strengthening student voice to empower students * Expand Student Leadership Program   ***Student Choice***   * Student self -assessment & reflective practices * Using ‘I can’ Statements (Literacy )   ***Student Reporting***   * 3 way interviews for students in Years P to 6 to   ***Parent Communication***  Parents surveyed to improve information processes | ***Student Leadership Program Documented***  ***Student Surveys Indicate Satisfaction***  ***Literacy “I can” Statements – Collated***  ***Parent surveys re 3 Way Interviews Indicate Satisfaction***  ***Parent Surveys - Collated*** | |
| Year 4 | ***Build engaging and supportive learning relationships with students, parents and staff*** ***by:***  ***Student Voice:***   * Strengthening student voice to empower students * Expand Student Leadership Program   ***Student Choice***   * Student self -assessment & reflective practices * Using ‘I can’ Statements (ICT)   ***Student Reporting***   * 3 way interviews for students in Years P to 6 | ***ICT “I can” Statements – Collected***  ***Parent Surveys establish Satisfaction***  ***With Information Processes*** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Wellbeing**  ***To enhance student wellbeing and resilience in a supportive learning community that fosters the school values and which promotes and nurtures the social, emotional and physical development of all students.***  ***Promote a safe and secure learning environment with enhanced student wellbeing and resilience.***   * Refine and promote current school programs and processes designed to enhance student wellbeing * Build strategies to promote wellbeing through the Friendly Schools, Friendly Families program. * Design and implement a whole school cyber-safety program * Continue on the road to becoming a KidsMatter school. * Transitions inside and outside, between groups and year levels is orderly and can be visually seen by an observer. * Complete the redevelopment of the school’s website and the introduction of Tiqbiz as a means of communication to parents. * Formulate a new Behaviour Management policy including the formulation of a plan of action for children who cannot successfully sustain acceptable behaviour. | Year 1 | ***Establish an Orderly Learning Environment***   * Leadership and Learning Team structures defined and teams developed, and roles and accountabilities established. * Positive School Wide Behaviour Practices Revised * Whole School Behaviour Management Program collaboratively developed with staff * Mainstream Behaviours * Challenging Behaviours   ***Establish Effective well Being Practices***   * Start Up Week planned and implemented : * Classes establish Classroom Rules * Self-regulation and independent learning * Kids Matter Professional Learning (Stage 1) to establish effective Whole School | ***Positive School Wide Behaviour Practices Revised and Documented***  ***Student Behaviour Statistics – Benchmarked***  ***Whole School Behaviour Management Program – Documented***  ***Start Up Program Documented***  ***Agreed Programs and Practices : Kids Matter Documented*** |
| Year 2 | ***Establish an Orderly Learning Environment***   * Staff roles and accountabilities Reviewed * Positive School Wide Behaviour Practices Reviewed * Whole School Behaviour Management Program Reviewed and Developed   ***Establish Effective well Being Practices***   * Start Up Week reviewed and implemented : * Kids Matter Professional Learning (Stage 2) to establish effective Whole School | ***Whole School Behaviour Management Program – Reviewed & Documented***  ***Student Behaviour Statistics – Tracked***  ***Start Up – Reviewed & Documented***  ***Agreed Programs and Practices : Kids Matter Reviewed and Documented*** |
| Year 3 | ***Establish an Orderly Learning Environment***   * Staff roles and accountabilities Reviewed * Whole School Behaviour Management Program Reviewed and Developed   ***Establish Effective well Being Practices***   * Start Up Week reviewed and implemented : * Kids Matter Professional Learning (Stage 2) to establish effective Whole School | ***Whole School Behaviour Management Program – Reviewed & Documented***  ***Student Behaviour Statistics – Tracked***  ***Start Up – Reviewed & Documented***  ***Agreed Programs and Practices : Kids Matter Reviewed and Documented*** |
| Year 4 | ***Establish an Orderly Learning Environment***   * Whole School Behaviour Management Program Reviewed and Developed   ***Establish Effective well Being Practices***   * Start Up Week reviewed and implemented : * Kids Matter Professional Learning (Stage 2) to establish effective Whole School | ***Whole School Behaviour Management Program – Reviewed & Documented***  ***Student Behaviour Statistics – Tracked***  ***Start Up – Reviewed & Documented***  ***Agreed Programs and Practices : Kids Matter Reviewed and Documented*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Productivity**  ***To manage the allocation of resources-[human, financial, time, space and materials] to maximise the learning outcomes for all students.***  ***Manage and align resource allocation across the Key Improvement Strategies to maximise the use of staffing, professional learning and teaching resources to improve student learning outcomes*** | Year 1 | ***School Strategic Plan collaboratively developed with Staff and School Council***   * Planning for expenditure and staffing to be based on the recommendations of the school review, survey results and the professional learning work plan. * Direct SRP and local fundraising towards * the implementation of the whole school plan * supporting the implementation of the professional learning work plan. * Staff members direct the spending of a sizeable portion of available funds so that their classrooms and units are well resourced (within the bounds of the whole school plan). * Facilities Budget will be directed towards facilities maintenance and repairs.   ***Curriculum Budget focus for 2015 : Mathematics*** | ***SSP completed and socialised.***  ***SRP and local fundraising directed towards***   * ***the implementation of the whole school plan and*** * ***supporting the professional learning work plan - evident in the approved budget.***   ***Staffing Responsive to ‘Best Arrangements’ for Student Learning***  ***Budget approved by Council*** |
| Year 2 | ***Curriculum Budget focus for 2016 : Writing and Spelling*** | ***Budget approved by Council*** |
|  | Year 3 | ***Curriculum Budget focus for 2017 : Café Reading and Inquiry*** | ***Budget approved by Council*** |
| Year 4 | ***Curriculum Budget focus for 2018 : Oral Language*** | ***Budget approved by Council*** |

## 

|  |  |  |
| --- | --- | --- |
| **NAPLAN** | **Growth between Year 3 and Year 5** | |
| **READING** | **Maintain Low Growth** | **23% (2013)**  **25% (2017)** |
|  | **Increase High Growth** | **15% (2013)**  **25% 2017** |
| **WRITING** | **Reduce Low Growth** | **38% (2013)**  **25% (2017)** |
|  | **Maintain High Growth** | **25% (2013)**  **25% (2017)** |
| **SPELLING** | **Maintain Low Growth** | **25% (2013)**  **25% (2017)** |
|  | **Increase High Growth** | **19% (2013)**  **25% (2017)** |
| **P&G** | **Maintain Low Growth** | **20% (2013)**  **25% (2017)** |
|  | **Increase High Growth** | **15% (2013)**  **25% (2017)** |
| **NUMERACY** | **Reduce Low Growth** | **60% (2013)**  **25% (2017)** |
|  | **Increase High Growth** | **5% (2013)**  **25% (2017)** |