

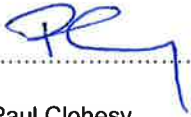
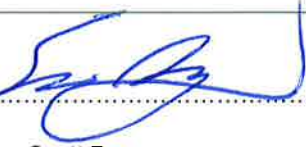
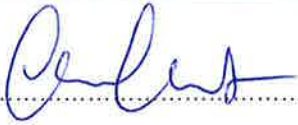
# School Strategic Plan 2016-2019



## Patterson Lakes Primary School 5190



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name    Paul Clohesy</p> <p>Date..... 16/8/16 .....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name    Scott Dargan</p> <p>Date..... 16/8/16 .....</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    Chris Chant</p> <p>Date..... 16/8/16 .....</p>

## School Profile

<b>Purpose</b>	<p><b>Vision</b></p> <p>To provide a safe and challenging learning environment, empowering students to strive for personal excellence and become lifelong learners.</p> <p><b>Guiding Principles</b></p> <ul style="list-style-type: none"> <li>▪ To provide a strong, innovative educational program that personalises learning for every student.</li> <li>▪ To embed a culture of continuous improvement focussed on student achievement and school performance.</li> <li>▪ To foster an ICT pedagogy in order to acquire the necessary skills and knowledge to become effective global citizens.</li> <li>▪ To embrace diversity within our school community where the values of Integrity, Respect and Excellence are upheld.</li> <li>▪ To ensure a community where each child is listened to, feels safe and is valued.</li> <li>▪ To maintain an effective partnership between staff, students, families and the local community.</li> </ul>
<b>Values</b>	<p><b>Integrity</b> in all we do</p> <p><b>Respect</b> for ourselves, each other and our environment</p> <p><b>Excellence</b> in all our endeavours that lead to high quality performance</p>
<b>Environmental Context</b>	<p><b>Location</b></p> <p>Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD. The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. Our buildings include 11 permanent classrooms, 12 relocatables, a visual arts room, library, learning technologies centre, administration block and a multipurpose facility. During 2010, the school completed a multipurpose facility through the Federal Government's BER program and in 2014 the Staff Room was relocated to accommodate the growth in staff numbers and a Science Room was developed. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts. Since 2006, the school has grown from 437 to 733 students offering an attractive, safe and stimulating learning environment. This growth was largely due to families enrolling from outside the Patterson Lakes area. Outside enrolments make up 40% of the school's population. The school currently operates a Neighbourhood Enrolment Zone to restrict student growth and this has seen a stable enrolment over the past 4 years. The increase also reflects the improved profile of the school in terms of student achievement, extra curricula programs and quality of teachers. Staffing increased from 42 to 56, which included the employment of 12 graduate teachers since the last review period. The school has 47.6 equivalent full time staff - 2 Principal Class, 35.4 teachers and 10.2 Education Support Staff. The school's Family Occupation index has reduced from 0.52 to 0.46 since the previous review period, indicating that students are less likely to be disadvantaged. 6.5% of students have a language background other than English where English is not spoken at home.</p> <p>Over 90% of students achieved at, or above, the expected AusVELS level in English and Mathematics.</p>

	<p>Year 3 and 5 NAPLAN results indicate that students performed well above the state mean in all areas tested, and above students in other primary schools based on intake adjusted performance data in both English and Mathematics. A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in improved growth across all year levels.</p> <p>Patterson Lakes Primary is a progressive school that is committed to the development of its staff and to the improvement of student learning. The school's values of Integrity, Respect and Excellence form the moral purpose of the school and the foundation for ensuring the best environment for all members of our community.</p> <p>The school has a strong culture of high expectations, relationship building, curriculum delivery and extra curricular programs. Our programs are designed to cater for the needs of students by providing a differentiated curriculum and 'point of learning' focus. This includes a variety of enrichment programs, both within and beyond regular classrooms.</p> <p>There is a strong partnership between parents and staff, with a high level of parent participation on school council and committees, Parents and Friends Association, Classroom Liaison Parents, classroom helpers, and in fundraising and social activities.</p> <p>The school implemented KidsMatter as a whole-school approach to improving student's mental health and wellbeing. KidsMatter has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties, and has allowed the school to work more authentically with parents. The school offers strong pastoral care, a rich student voice program through leadership programs, and a vibrant House System which provides students with a stronger connectedness with their peers beyond the classroom.</p>
<b>Service Standards</b>	<p>Patterson Lakes Primary School services the local community in the provision of a primary school education from Foundation to Year 6. The school ensures that the community is fully informed through its commitment to provide parent access to a range of innovative, open and regular communication options for information that they require. The school commits to the active sharing of its visions and goals to ensure community engagement in the Strategic Plan. The school provides all students access to a broad, balanced and flexible curriculum, including skills for 'learning for life', through engaging learning and wellbeing programs. The curriculum is adapted to the learning needs of individual students with targeted feedback. Teaching practices are evidence based and a strong professional learning program provides the foundation for an effective performance and development culture.</p>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b> Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	To improve student achievement in literacy and numeracy.  To improve student achievement in Science.	Increase the percentage of students achieving above the expected achievement levels in all assessments of literacy and numeracy.  Increase the percentage of students achieving at and above the expected level in Science.  Ensure alignment between NAPLAN data and teacher judgements.  Increase the percentage of students achieving high growth on NAPLAN relative growth assessments.	Embed an agreed P-6 instructional model in reading, writing and mathematics.  Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability.  Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.
<b>Engagement</b> Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students	To deepen student engagement in learning and stimulate creativity, curiosity and critical thinking.	Increase the 'Attitudes to School Survey' variable means including learning confidence, school connectedness, stimulating learning, student motivation and teacher effectiveness to at least the State means.  Increase the 'School Staff Survey'	Plan for challenging goals and effective feedback for all students and teachers.  Build opportunities for improved student voice in learning and understanding of their own learning process.  Develop opportunities for parents to

engagement as they make critical transitions through school and beyond into further education and work.		component means including collective responsibility, teacher collaboration, collective focus on student learning, parent and community involvement and applicability of professional learning to at least the State levels.	be actively engaged in their children's learning.
<b>Wellbeing</b> 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.	To enhance support for every student in order to develop students who are motivated, engaged and resilient.	<p>Increase the 'Attitudes to School Survey' variable means including student safety, student morale, school connectedness, student motivation and teacher empathy to at least the State means.</p> <p>Increase the 'Parent Opinion Survey' variable means including parent input, student safety, school connectedness, student motivation, homework and general satisfaction to at least the State means.</p> <p>Increase the 'School Staff Survey' component mean scores of parent and community involvement and collective responsibility to at least the State levels.</p>	<p>Embed a whole school approach to student wellbeing that focuses on the school's values and improved student voice.</p> <p>Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate.</p>
<b>Productivity</b> Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.	To optimise the allocation of resources (human, financial, time, space and materials) in accordance with the school's goals and priorities.	Increase the 'School Staff Survey' component means of teacher satisfaction with professional learning and the school climate components including academic emphasis, collective focus on student learning, guaranteed and viable curriculum to	<p>Develop a 4 year resource allocation plan in accordance with the School Strategic Plan.</p> <p>Annually evaluate the allocation of resources and the impact on student learning outcomes.</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>at least the State levels.</p> <p>Increase the 'Parent Opinion Survey' variable mean of the parent satisfaction with school improvement to at least the State means.</p> <p>Improvement in the percentages of student outcomes being above the expected levels as evidenced by teacher judgements and in the top two bands in NAPLAN.</p>	<p>Refine and amend resource allocation as appropriate.</p>
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## School Strategic Plan 2016- 2019:

Key Improvement Strategies		Actions	Achievement Milestone
<b>1. Embed an agreed P-6 instructional model in Reading, Writing, Mathematics and Science.</b>	Year 1 (2016)	<ul style="list-style-type: none"> <li>Continue coaching using external and internal coaches in Independent Reading, Differentiated Maths and Science.</li> <li>Revisit planning documentation for Reading and Mathematics.</li> <li>Develop planning documentation for Writing.</li> <li>Provide staff with appropriate planning time together through the timetable.</li> </ul>	<ul style="list-style-type: none"> <li>Staff actively participating in the coaching program and completing the GROWTH (Goals, Reality, Options, Will, Tactics, Habits) model reflection proforma prior to and after coaching.</li> <li>Planning documentation for Reading and Mathematics reviewed and agreed to by staff.</li> <li>Planning documentation for Writing developed by staff.</li> <li>Organisation of a whole school timetable to allow for collaborative planning for year levels.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>Continue coaching using external and internal coaches in Independent Reading, Differentiated Maths and Science.</li> <li>Introduce external coach for Writing.</li> <li>Use/integrate Science as a conduit to improve Reading, Writing and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to continue to be active participants in the coaching program and complete the GROWTH model reflection proforma prior to and after coaching.</li> <li>Staff involvement with the external coach for Writing.</li> <li>Planning documentation for Reading, Writing and Mathematics to reflect the integration of Science.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Continue coaching using external and internal coaches in Independent Reading, Differentiated Maths and Science.</li> <li>Continue/extend external coaching for Writing.</li> <li>Use Hall and Hord's 'Levels of Use' framework from to plan and monitor high leverage teaching practice. (see CPL)</li> <li>Use rubrics from the 'Curiosity and Powerful Learning' document.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to continue to be active participants in the coaching program and complete the GROWTH model reflection proforma prior to and after coaching.</li> <li>Extended staff involvement with the external coach for Writing.</li> <li>Documentation of Hall and Hord's 'Levels of Use' framework reflected in planning documentation.</li> <li>Documentation of the use of rubrics in planning documentation.</li> </ul>



<p><b>Achievement</b></p> <p><b>2. Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability.</b></p>	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Staff to continue peer coaching and observations.</li> <li>Staff to provide and seek feedback from colleagues and students.</li> <li>Create a whole school PD plan in line with the Strategic Plan goals and targets.</li> <li>Professional readings targeted at building knowledge of Instructional Models.</li> <li>Increased PD opportunities for the leadership team and aspiring leaders through Bastow, Kingston Network, Wayne Craig's Curiosity and Powerful Learning and NESLI (National Excellence in School Leadership Initiative).</li> <li>Explore the use of Google Drive for collaborative planning to enable more opportunity for professional learning/sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to provide evidence of peer coaching and observations through their Performance and Development reviews.</li> <li>Staff to provide evidence of feedback through their Performance and Development reviews.</li> <li>Staff attendance at PD.</li> <li>Staff involvement in professional conversations about their readings of the Instructional Models being used.</li> <li>Staff attendance at leadership PD and the impact reflected in their Performance and Development Plans.</li> <li>Documentation of the use of Google Drive and sharing in year level and staff meetings.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>Provide opportunities to further develop staff for succession planning.</li> <li>Increase PD options (budget) for individual staff.</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance at leadership PD and reflected in PDPs.</li> <li>An increase in the PD budget to allow for individual staff needs.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Provide opportunities to further develop staff for succession planning.</li> <li>Increase PD options (budget) for individual staff.</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance at leadership PD and reflected in PDPs.</li> <li>An increase in the PD budget to allow for individual staff needs.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>

<p><b>Achievement</b></p> <p><b>3. Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student.</b></p>	Year 1 (2016)	<ul style="list-style-type: none"> <li>▪ Review our assessment tools for their value through staff feedback, Assessment &amp; Reporting team and the Professional Learning Team.</li> <li>▪ Use of the Student Performance Analyser (SPA) program to inform teaching.</li> <li>▪ Participate in the INSIGHT Assessment Platform pilot program for online assessments.</li> <li>▪ Analyse cohort data in year level teams.</li> <li>▪ Increase moderation to build skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Updated whole school Assessment and Reporting Guidelines Schedule document.</li> <li>▪ Feedback from year level teams through Performance &amp; Development Reviews on how they are applying their analysis of data to inform their teaching and personalising learning.</li> <li>▪ Feedback from year level teams.</li> <li>▪ Minutes of year level meetings to reflect analysis and planning to improve cohort data.</li> <li>▪ Scheduled staff moderation activities will have occurred within year levels, across levels and with other local schools.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>▪ Use assessment tools recommended through review in 2016.</li> <li>▪ Continue the use of the SPA program and further investigate the use of the 'Zone of Proximal Development'</li> <li>▪ Continue to analyse cohort data in year level teams.</li> <li>▪ Continue to moderate to build skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documentation and data entered in SPA and class assessment databases.</li> <li>▪ Feedback from year level teams on how they are applying their analysis of data to inform their teaching.</li> <li>▪ Minutes of year level meetings to reflect analysis and planning to improve cohort data.</li> <li>▪ Scheduled staff moderation activities will have occurred within year levels, across levels and with other local schools.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>▪ Continue the use of assessment tools.</li> <li>▪ Continue the use of the SPA program.</li> <li>▪ Continue to analyse cohort data in year level teams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documentation and data entered in SPA and class assessment databases.</li> <li>▪ Feedback from year level teams on how they are applying their analysis of data to inform their teaching.</li> <li>▪ Minutes of year level meetings to reflect analysis and planning to improve cohort</li> </ul>

<p><b>Engagement</b></p> <p><b>1. Plan for challenging goals and effective feedback for all students and teachers.</b></p>		<ul style="list-style-type: none"> <li>Continue to moderate to build skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled staff moderation activities will have occurred within year levels, across levels and with other local schools.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Use a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed.</li> <li>Introduce Peer Coaching to gain feedback on effectiveness of teaching.</li> <li>Introduce use of online collaborative tools that provide feedback to students e.g. Office 365, GAFE.</li> <li>Consistent personalised goal setting across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Hattie's effect size to measure the impact of teaching through Pre and Post testing.</li> <li>Staff actively participating in the coaching program and completing the GROWTH model reflection proforma prior to and after coaching.</li> <li>Staff use of online tools documented in year level minutes and planners.</li> <li>Use of the SPA program to determine Zone of Proximal Development.</li> <li>Individual Learning Improvement Plans developed for high and low achievers.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>Trial the use of Socratic Survey and Survey Monkey in selected classes.</li> <li>Continue to use and build upon a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed.</li> <li>Continue to use Peer Coaching to gain feedback on effectiveness of teaching.</li> <li>Continue to use online collaborative tools that provide feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>Documented use of surveys in year level minutes and planners.</li> <li>Use of Hattie's effect size to measure the impact of teaching through Pre and Post testing.</li> <li>Staff actively participating in the coaching program and completing the GROWTH model reflection proforma prior to and after coaching.</li> <li>Staff use of online tools documented in year level minutes and planners.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Review and extend the use of the Socratic Survey and Survey Monkey within classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Documented use of surveys in year level minutes and planners.</li> </ul>

<p><b>Engagement</b></p> <p><b>2. Build opportunities for improved student voice in learning and understanding of their own learning process.</b></p>		<ul style="list-style-type: none"> <li>Continue to use and build upon a variety of assessment forms to determine entry levels of students, enabling challenging/rich tasks to be designed.</li> <li>Embed Peer Coaching to gain feedback on effectiveness of teaching.</li> <li>Continue to use and build upon online collaborative tools that provide feedback to students.</li> </ul>	<ul style="list-style-type: none"> <li>Use of Hattie's effect size to measure the impact of teaching through Pre and Post testing.</li> <li>Staff actively participating in the coaching program and completing the GROWTH model reflection proforma prior to and after coaching.</li> <li>Staff use of online tools documented in year level minutes and planners.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year . Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Investigate the provisions of simple continuums to inform students of their learning progress and have more focus on negotiated learning.</li> <li>Provide more opportunities for student feedback to peers and teachers.</li> <li>Use 1:1 devices in Years 3 and 4 as a tool for Student Self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Students' learning is visible to them through the consistent use of learning intentions and success criteria.</li> <li>Weekly planning documentation to reflect opportunities for student feedback.</li> <li>Students will be able to articulate where they are at with their learning and where they need to go next.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>Continue with the use of simple continuums to inform students of their learning progress and to continue to focus on negotiated learning.</li> <li>Continue to provide opportunities for student feedback to peers and teachers.</li> <li>Use 1:1 devices in Years 3, 4 and 5 as a tool for Student Self-assessment, Peer assessment</li> <li>Introduce rubrics for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students' learning is visible to them through the consistent use of learning intentions and success criteria.</li> <li>Weekly planning documentation to reflect opportunities for student feedback.</li> <li>Students will be able to articulate where they are at with their learning and where they need to go next.</li> <li>Classroom practices and planning documentation reflect the use of rubrics.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Continue with the use of simple continuums to inform students of their learning progress and to continue to</li> </ul>	<ul style="list-style-type: none"> <li>Students' learning is visible to them through the consistent use of learning intentions and success criteria.</li> </ul>

<p><b>Engagement</b></p> <p><b>3. Develop opportunities for parents to be actively engaged in their children's learning.</b></p>		<ul style="list-style-type: none"> <li>▪ focus on negotiated learning.</li> <li>▪ Continue to provide opportunities for student feedback to peers and teachers.</li> <li>▪ Use 1:1 devices in Years 3 - 6 as a tool for Student Self-assessment and Peer assessment.</li> <li>▪ Continue to use rubrics for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly planning documentation to reflect opportunities for student feedback.</li> <li>▪ Students will be able to articulate where they are at with their learning and where they need to go next.</li> <li>▪ Classroom practices and planning documentation reflect the use of rubrics.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>▪ Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>▪ Increase the number of activity/games/open nights and days; information forums and expos, building in the concept of curiosity.</li> <li>▪ Provide more opportunities for parent involvement in camps and excursions.</li> <li>▪ Use parent expertise for classroom and school activities (survey parents re skills).</li> <li>▪ Investigate the Curiosity and Powerful Learning (CPL) theory of action for authentic relationships.</li> <li>▪ Introduce 1:1 Parent and Student Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent participation in activity/games/open nights and days, information forums and expos.</li> <li>▪ Greater parent involvement in camps and excursions, particularly from Years 3-6.</li> <li>▪ Parent expertise evident in school activities.</li> <li>▪ Staff PD and implementation of the recommendations of the authentic relationships survey of staff.</li> <li>▪ Parent and student attendance at workshops.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>▪ Revisit school website set up re student learning activities</li> <li>▪ Build on the number of activity/games/open nights and days; information forums and expos, building in the concept of curiosity.</li> <li>▪ Continue to provide more opportunities for parent involvement in camps and excursions.</li> <li>▪ Continue to build on the use of parent expertise for classroom and school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Links provided on the school website for student learning activities.</li> <li>▪ Parent participation in activity/games/open nights and days, information forums and expos.</li> <li>▪ Greater parent involvement in camps and excursions, particularly from Years 3-6.</li> <li>▪ Parent expertise evident in school activities.</li> </ul>

		<ul style="list-style-type: none"> <li>activities (survey parents re skills).</li> <li>Build on the 1:1 Parent and Student Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Parent and student attendance at workshops.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Implement Kids Matter Component 3.</li> <li>Continue to build on the number of activity/games/open nights and days; information forums and expos, building in the concept of curiosity.</li> <li>Continue to build on the use of parent expertise for classroom and school activities (survey parents re skills).</li> <li>Continue to offer 1:1 Parent and Student Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Staff PD and documentation showing evidence of the implementation of Kids Matter Component 3.</li> <li>Increased parent participation in camps, excursions, activity/games/open nights and days, information forums, expos and classroom activities.</li> <li>Parent expertise evident in school activities.</li> <li>Parent and student attendance at workshops.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Consolidate Component 1 of Kids Matter framework.</li> <li>Investigate social and emotional learning for a whole school wellbeing and resilience approach.</li> <li>Implement InSPIRE (PLPS linear model for student wellbeing, incorporating fitness and wellbeing).</li> <li>Continue class representative meetings focusing on student voice.</li> <li>Investigate Mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>Staff PD and implementation of Kids Matter Component 1.</li> <li>Wellbeing minutes to show evidence of investigation.</li> <li>Student involvement on a monthly basis in house related activities.</li> <li>Impact of student voice through class meetings.</li> <li>Wellbeing minutes to show evidence of investigation.</li> </ul>
<b>Wellbeing</b>  <b>1. Embed a whole school approach to student wellbeing that focuses on the school's values and improved student voice.</b>	Year 2 (2017)	<ul style="list-style-type: none"> <li>Implement Kids Matter Component 2.</li> <li>Build on social and emotional learning for a whole school wellbeing and resilience approach.</li> </ul>	<ul style="list-style-type: none"> <li>Staff PD and documentation showing evidence of the implementation of Kids Matter Component 2.</li> <li>Wellbeing minutes to show evidence of investigation.</li> </ul>

<p><b>Wellbeing</b></p> <p><b>2. Build and enhance positive home and school partnerships so all stakeholders have the opportunity to fully participate.</b></p>		<ul style="list-style-type: none"> <li>▪ Build on the use of InSPIRE - PLPS model for student wellbeing.</li> <li>▪ Continue class representative meetings focusing on student voice.</li> <li>▪ Reflect on and review Mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student involvement on a monthly basis in house related activities.</li> <li>▪ Impact of student voice through class meetings.</li> <li>▪ Wellbeing minutes to show evidence of investigation.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>▪ Build on social and emotional learning for a whole school wellbeing and resilience approach.</li> <li>▪ Build on the use of InSPIRE - PLPS model for student wellbeing.</li> <li>▪ Continue class representative meetings focusing on student voice.</li> <li>▪ Embed Mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wellbeing minutes to show evidence of investigation.</li> <li>▪ Student involvement on a monthly basis in house related activities.</li> <li>▪ Impact of student voice through class meetings.</li> <li>▪ Wellbeing minutes to show evidence of investigation.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>▪ Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>▪ Review homework activities/policy and ensure consistency across the school.</li> <li>▪ Provide opportunities for families to be involved through the organisation of wellbeing forums with guest speakers.</li> <li>▪ Investigate the use of portal contact for parents.</li> <li>▪ Investigate Compass and Sentral programs for wellbeing and reporting.</li> <li>▪ Improve the consultation process with Individual Learning Improvement Plans (ILIP) – ensure teachers meet with parents to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year level planning documentation for all levels to demonstrate evidence.</li> <li>▪ Parent participation at wellbeing forums.</li> <li>▪ Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of investigation.</li> <li>▪ Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of investigation.</li> <li>▪ Staff to meet with parents to have ILIPs signed and dated.</li> </ul>
	Year 2 (2017)	<ul style="list-style-type: none"> <li>▪ Ensure consistency of homework activities across the school.</li> <li>▪ Continue opportunities for families to be involved through the organisation of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year level planning documentation for all levels to demonstrate evidence.</li> <li>▪ Parent participation at wellbeing forums.</li> </ul>



		<ul style="list-style-type: none"> <li>wellbeing forums with guest speakers.</li> <li>Set up portal contact for parents.</li> <li>Further investigate the software programs available for wellbeing and reporting.</li> <li>Continue to improve the consultation process with Individual Learning Improvement Plans (ILIP) – ensure teachers meet with parents to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of portal set up.</li> <li>Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of investigation.</li> <li>Staff to meet with parents and have ILIPs signed and dated.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Ensure consistency of homework activities across the school.</li> <li>Continue opportunities for families to be involved through the organisation of wellbeing forums with guest speakers.</li> <li>Use of portal contact for parents.</li> <li>Use of a suitable software program for wellbeing and reporting.</li> <li>Embed the consultation process with Individual Learning Improvement Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Year level planning documentation for all levels to demonstrate evidence.</li> <li>Parent participation at wellbeing forums.</li> <li>Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of portal use.</li> <li>Wellbeing and/or Assessment and Reporting minutes to demonstrate evidence of program being used.</li> <li>Staff to meet with parents and have ILIPs signed and dated.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Allocation of funds, including equity funds, to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.</li> <li>Allocation of funds for professional leadership opportunities for the leadership team members and aspiring leaders through Bastow, the Kingston Network, NESLI and 'Curiosity and Powerful Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>Funds allocated through the SRP and Equity Funding to support the use of internal and external coaches.</li> <li>Funds allocated through the Professional Development budget and Equity Funding.</li> </ul>
<b>Productivity</b> <b>1. Develop a 4 year resource allocation plan in accordance with the School Strategic Plan.</b>			

	Year 2 (2017)	<ul style="list-style-type: none"> <li>Continue to allocate funds, including equity funds, to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.</li> <li>Continue to allocate funds for professional leadership opportunities for the leadership team members and aspiring leaders through Bastow, the Kingston Network, NESLI and 'Curiosity and Powerful Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>Funds allocated through the SRP and Equity Funding to support the use of internal and external coaches.</li> <li>Funds allocated through the Professional Development budget and Equity Funding.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Continue to allocate funds, including equity funds, to enable internal and external coaches to build teacher capacity in Reading, Writing, Maths and Science.</li> <li>Continue to allocate funds for professional leadership opportunities for the leadership team members and aspiring leaders through Bastow, the Kingston Network, NESLI and 'Curiosity and Powerful Learning'.</li> </ul>	<ul style="list-style-type: none"> <li>Funds allocated through the SRP and Equity Funding to support the use of internal and external coaches.</li> <li>Funds allocated through the Professional Development budget and Equity Funding.</li> </ul>
	Year 4 (2019)	<ul style="list-style-type: none"> <li>Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>
	Year 1 (2016)	<ul style="list-style-type: none"> <li>Evaluation of coaching programs and resources in English, Mathematics and Science.</li> </ul>	<ul style="list-style-type: none"> <li>Completed Program Evaluations and Action Plans for English, Mathematics and Science. Budgets developed to reflect the needs of the school.</li> </ul>
<b>Productivity</b>  <b>2. Annually evaluate the allocation of resources and the impact on student learning outcomes. Refine and amend resource allocation as appropriate.</b>	Year 2 (2017)	<ul style="list-style-type: none"> <li>Continue to evaluate the coaching programs and resources in English, Mathematics and Science.</li> </ul>	<ul style="list-style-type: none"> <li>Completed Program Evaluations and Action Plans for English, Mathematics and Science. Budgets developed to reflect the needs of the school.</li> </ul>
	Year 3 (2018)	<ul style="list-style-type: none"> <li>Continue to evaluate the coaching programs and resources in English, Mathematics and Science.</li> </ul>	<ul style="list-style-type: none"> <li>Completed Program Evaluations and Action Plans for English, Mathematics and Science. Budgets developed to reflect the needs of the school.</li> </ul>

	Year 4 (2019)	<ul style="list-style-type: none"> <li>▪ Review and improve actions from Years 1, 2 and 3, and reflect in the 2019 Annual Implementation Plan and School Self-Evaluation.</li> </ul>	reflect the needs of the school.
		<ul style="list-style-type: none"> <li>▪ Review year. Areas of success celebrated and future directions, goals and strategies identified for the 2020 Strategic Plan.</li> </ul>	