School Strategic Plan for Hamlyn Banks Primary School
4804
2015-2018

Endorsements

Endorsement by School Principal	Signed…………………………………… Name…………………………………… Date……………………………………
Endorsement by School Council	Signed…………………………………… Name…………………………………… Date…………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………… Name…………………………………… Date……………………………………

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.

School Profile

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Purpose

The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

Regulatory context

In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community.

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Purpose

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The schools purpose is to provide an opportunity for every student to grow academically, physically, socially and emotionally through living the school's motto Reaching New Heights Together and its values of Safety, Respect and Being a Learner.

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Values

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The school community through honouring the past history of our school has committed to living the values of :

RESPECT – where we ensure we treat each other well by listening, cooperating, speaking in the right tone, caring for our school and the environment, showing pride in our school and most of all celebrating being part of the school community.
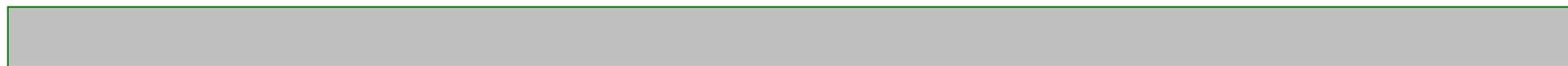
 SAFETY – where we ensure that we care for each other at our school by awareness of personal space, using equipment appropriately, moving through the school appropriately, being calm, following the guidelines of SunSmart and Esmart.

Be A Learner – where we try our best in all that we do, ask for help, be organised, make good choices, stay focussed , help and include others.

These values are at the core of the high expectations we have of student growth and positive culture at our school that is enhanced by the belief we have in Restorative Practices and the recognition of positive behaviours through or School Values program.

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Environmental Context	Hamlyn Banks Primary School (previously known as Bell Post Hill PS) ,a merger between Hamlyn Heights PS and Lovely Banks PS in the late 1990's, is situated in an older residential area of north-western Geelong, which is now embracing several new housing estates as the city continues to expand. Projections for population in the area suggest significant growth of the school with a predicted 847 five to nine year olds living in the area by 2030 – currently there are 544.
	There are 418 students, 18 classes operating with a mixture of straight and composite classes throughout the school. Class sizes range from 22 in the Prep grades to 26 in 5/6 grades. There are currently 64% of students from outside the school's direct catchment which is an area that needs further investigation.
	The staffing profile highlights the balance of experiences among staff with many experienced teachers through to teachers in the early stages of their careers. This balance contributes to the culture at our school with teachers working closely together in Professional Learning Teams to maintain the school's strong academic intent.
	To support the climate of the school we continue to build on the commitment to and implementation of restorative practices and development of a culture that recognises those exhibiting positive behaviours and supporting others who find it more difficult to consistently demonstrate the school values.
	Developing leaders in both staff and students is an important element of our culture. Students have opportunities to lead right through their school years that culminate in an extensive leadership program for our 12 school leaders during year 6. Each year selected staff members participate in a Bastow Leadership program that assists in driving our improvement agenda. Recently 2 staff members have lead the development of classroom libraries and our maths curriculum through their Bastow program and in 2015 a team of teachers will be completing the Literacy Leaders program with a focus on developing a whole school approach to writing.
	At this time, there are 5% children qualifying in the LBOTE category and the School Family Occupation (SFO) density is at 0.52. There are 11 students at Hamlyn Banks who qualify to receive support thorough our exemplary program for students with disabilities. Enrolment has continued to grow in the period under review with approximately 20 - 30 more students each year and is estimated to increase to around 435 in 2016
	The school's physical resources have been heavily invested in during recent years with the addition of a new multipurpose centre, refurbished classrooms and library, new asphalt and playgrounds. Teachers employ a number of flexible ways to use the shared area, whilst retaining the integrity of their own class space.
	The use of ICT is embedded into the curriculum with predominantly all year 3-6 students having access to 1-1 IPADS with all classrooms having between 2 and 6 desk top computers that are accessible to the students. Interactive Whiteboards have been installed in all learning spaces. The school has developed an extensive ICT plan and document that highlights our philosophy.
	Externally, the school community has continued to maintain and develop the gardens which provide an additional quiet seating area

	for students and are also used by parents to chat and enjoy outdoor assemblies. Safe and secure play spaces exist in various formal and informal layouts. A Grounds Master Plan has been developed through community consultation with all fundraising and some voluntary contributions being allocated to carry out the plan with further consultation to prioritise the areas the community would like to complete first. The school also employs a permanent/part time groundsman to keep our buildings and grounds up to scratch.
Service Standards	*General* *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.* *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.* *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.* *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.* *All students will receive instruction that is adapted to their individual needs.* *Specific* *The school will respond to all communication by parents and caregivers in a timely and respectful manner.* *Parents will be engaged regularly when their child positively demonstrates the school values or does not behave in a socially acceptable manner.* *Students will play an active part in the development and review of the school's behaviour policies.* *All teachers will provide timely and targeted feedback to students on their work and regularly communicate progress to parents.*

	Goals	Targets	Key Improvement Strategies
	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.	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.	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.
Achievement 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.	**Improve learning growth of all students in literacy** Improve learning growth of all students in Mathematics	By 2018 Teacher assessment against AUSVELS, the National Curriculum and summative assessment tools will indicate an average school growth of 1.0 AusVELS levels in a school year For reading writing and number. **For 100% (Base Line 78%) of Prep Students deemed capable to be measured:** **- at the expected AusVels level in reading and writing and maths** **Reading - Fountas and Pinnell** For all Year levels 1-6 – School growth measures indicate a positive gain (better than expected growth) **Writing –** For all Year levels Prep -6 – School growth measures indicate a positive gain for all students with 20% achieving better than expected growth (13 % 2014), based on teacher judgments and annotated work samples	Develop a triangulation process for the assessment of writing and Speaking/Listening (including formative assessment) and build teacher confidence in making accurate judgements. Develop a consistent model for the teaching and assessing Writing (including spelling) and Speaking and Listening. Develop and enhance a quality induction process for new teachers to enable them to understand and implement school philosophies and practice.

ILP Students- All students on ILPs to achieve goals.

NAPLAN: Reading, Writing and Number (all students deemed capable) : School growth measures indicate a positive gain compared to the state for year 5 students (better than expected growth)

Year level	Reading	Number	Writing
3	All students to be at or above Band 3 and Ausvels level 3 (77%2014)	All students to be at or above Band 3 and Ausvels level 3 (82.4%2014)	All students to be at or above Band 3 and Ausvels level 3 (89.7% 2014)
3	30% or more in Bands 5 & 6 (23% in 2014)	35% or more above Bands 5 & 6 (31% 2014)	35% or more above Bands 5 & 6 (30% 2014)
5	All students to be above Band 5 and Ausvels level 5 (82% 2014)	All students to be above Band 5 and Ausvels level 5 (89%2014)	All students to be above Band 5 and Ausvels level 5 (75%2014)
5	35% or more in Bands 7& 8 (29.2%2014)	30% or more in Bands 7 & 8 (24% 2014)	20 % or more in Bands 7 & 8 (8.3% 2014)

Engagement	Improve student and school community engagement in their learning.	Increase the ratings for: Stimulating Learning from 3.96 to 4.5 Teacher effectiveness from 4.4 to 4.9 Student Motivation to from 4.4 to 4.9 Teacher Empathy from 4.39 to 4.75 And aim to be above the state average for each if a lower rating is achieved Increase the ratings for: Connectedness to school from 4.15 to 4.5 Student Morale from 5.6 to 6 And aim to be above the state average for each if a lower rating is achieved Parent Survey – Extra Curricular Data from 5 to 5.5	Build on the expertise being developed in academic goal setting for students in Reading, Writing and Mathematics. That the student leadership program be extensively enhanced to encourage students to develop their own sense of student engagement.
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 engagement as they make critical transitions through school and beyond into further education and work.			
	For students to move seamlessly through the year levels at HBPS	PARENT SURVEY Increase the ratings for: Transitions to from 6 to 6.5 Learning Focus to from 5.9 to 6.5 School Connectedness from 5.75 to 6.25	Enhance the transition opportunities for students from K-P, years 6-7, between school years and for students arriving during the school year. Effectively share data and information to parents and new teachers contributing to the seamless transition.
	For the broader community to understand Teaching and learning needs of the students at HBPS and contribute to student growth.	PARENT SURVEY Parent Input from 5.9 to 6.5 School Connectedness from 5.75 to 6.25 Stimulating Learning from 6.25 to 6.75	Develop connections to the broader community that link directly to student learning. Promote the opportunities for partnerships between our school and other organisations Enhance the information on the website/Facebook

		Student Motivation from 5.5 to 6	
		Staff Survey	
		Reach or exceed the state average in applicability of PL	
		Maintain a high level of parent and community involvement.	
	Increase the visibility and understanding of our school values	Parent Survey	Reaffirm and promote the school values through a range of strategies to enable the school community to engage in living the values.
		Parent Input from 5.9 to 6.5	
		School Connectedness from 5.75 to 6.25	
		Stimulating Learning from 6.25 to 6.75	
		Student Motivation from 5.5 to 6	
		Social Skills from 5.75 to 6.25	
		Staff Survey:	
		Meet or exceed the state average in trust in colleagues	
		Meet or exceed the state average in collaboration	
		For trust in students and parents to exceed the state average	
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive,	Build on positive behaviours that contribute to all community members feeling safe and supported while at HBPS.	Increase the ratings for: Attitudes to School Survey Classroom behaviour from 3.62 to 4.0 Connectedness to school from 4.15 to 4.5 Student Distress from 5.76 to 6.25 Safety from 4.43 to 5 Student Morale from 5.6 to 6	Develop a whole school "positive behavior approach" to acknowledge student positive behaviours to complement the Restorative approach the school practices.

safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.		Parent Survey: Student Safety from 5 to 5.5 Classroom Behaviour from 4.5 to 5 Connectedness to school from 5.75 to 6.25 And aim to be above the state average for each if a lower rating is achieved **Staff Survey:** To reach or exceed the state mean for trust in colleagues and buffering staff.	
	To enhance the well- being of all students in our school through sustaining positive relationships and maximizing well-being	Decrease the average absence per student to 11 or less Parent Survey: Student Safety from 4.43 to 5.5 Classroom Behaviour from 4.5 to 5	It is recommended that the school promotes and values of full attendance and implements strategy. Enhance and improve the learning environment including classrooms and grounds.
		Attitudes to School Survey Increase the ratings for: Classroom behaviour from 3.62 to 4.0 Connectedness to school 4.15 to 4.5 Student Distress from 5.76 to 6 Safety from 4.43 to 5 Student Morale from 5.6 to 6 And aim to be above the state average for each if a lower rating is achieved	Reinforce the restorative practice model and opportunities for students to connect to each other in a variety of meaningful ways.
		Staff Survey: To reach the state mean for trust in colleagues. Exceed the state average in buffering and shielding data Reach the State average for feedback data	Support staff in living the school values and applying Engagement, Empathy, Clarity and Learning to enable Leadership to contribute to the staff wellbeing. Develop Feedback mechanisms that acknowledge staff achievements and areas for improvement.

	Maximise student attendance	Decrease the average absence per student to 10 or less (13.5 Baseline)	Develop a strategy to promote attendance at school.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	To ensure the effective allocation and use of resources to support the schools goals for learning engagement and wellbeing. For the communication between all community members to be respectful, purposeful and efficient.	**Parent Survey** Parent Input from 5.9 to 6.5 Connectedness to school from 5.75 to 6.25 Reporting from 6.25 to 6.75 Behaviour Management from 5.5 to 6 Homework to from 5.4 to 6 Staff Survey: To reach the state mean for trust in colleagues. Reach the State average for feedback data Teacher Collaboration to reach state mean	Enhance communication between the school, teachers, parents and community by exploring different and varying forms of communication.
	Engage community members in contributing to the student's learning growth.	**Parent Survey** Parent Input from 5.9 to 6.5 Connectedness to school from 5.75 to 6.256 Reporting from 6.25 to 6.75 Behaviour Management from 5.5 to 6 Homework from 5.4 to 6 Staff Survey Collective efficacy to exceed state mean Collective Focus on Student Learning to exceed the state mean Guaranteed and viable curriculum to exceed the state mean	Grow within the community an understanding of the teaching and learning approaches used in the school.
	Develop and sustain a high level of parent participation in the school.	**Parent Survey** Connectedness to school from 5.75 to 6.25 Parent Input to from 5.9 to 6.5 General Satisfaction from 6.25 to 6.75	Parent participation in the school is encouraged to promote the excellent work staff does that is not widely known. Build Parent understanding of the teaching and learning approaches used at the school.

	That the school learns from its successes in mathematics and applies them to other areas of the curriculum.	Improved Reading, Writing and Speaking and Listening data as per achievement section.	Apply a similar model to the mathematics model for Literacy over the next strategic plan.

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		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.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement: Build on the excellent practice in mathematics to improve the capture of data to triangulate assessment in literacy. E.g Cross Checks and the Data Continuum) Formalise the teaching pedagogy and outline expectations that are conducive to consistency across each learning area. Further develop the use of formative assessment to capture data about student learning and build teacher confidence in making accurate judgements in literacy. Build teacher content and process knowledge to determine a consistent model for the teaching and assessing Writing(including spelling) and Speaking and Listening. Formalise the teaching pedagogy and outline expectations that are conducive to consistency across each learning area.	Year 1	▪ Introduce a team that drives Literacy Practice in the school ▪ Enrol Literacy Team in Bastow Leadership Course ▪ Research and experiment with different models for teaching spelling and writing ▪ Commit to a model ▪ Use Cross Checks for Reading, Writing and Spelling. ▪ Include Writing and Spelling as part of the professional learning schedule ▪ Build on/refine the current assessment techniques ▪ Increase teacher capacity in the use of Fountas and Pinnell Benchmarking ▪ Increase content knowledge in the teaching of speaking and listening ▪ Further develop menus in mathematics areas ▪ Maintain Maths Coach Role and	▪ Project completed by Literacy Team ▪ Decision made by literacy team for approach to teaching writing at HBPS (End term 3) ▪ Cross checks shared and discussed at PLTS ▪ Spelling and Writing visible on the PL schedule ▪ F+P Benchmarking completed as per assessment schedule ▪ Speaking and listening explicit in work program documents ▪ Increase in development of menus in mathematics, supported through the PL Schedule throughout the year with access through Google Drive. ▪ SRP Planning to enable maintaining Maths Coach Role ▪ Create role and responsibility for the induction process. ▪ Team to work on creating an

Further develop the use of formative assessment to capture data about student learning and build teacher confidence in making accurate judgements in maths Build on the current practice in mathematics to continue to improve the capture of data to triangulate assessment in maths. To develop and enhance the induction program for new teachers to maximise their understanding of the pedagogy and practices at HBPS.		- consultancy - Research Induction Programs and formalise the HBPS induction process. - Maintain and Improve on PLT structure through Leadership attending successful Schools Conference and professional reading about PLTs - Maintain and improve the use of the Data Continuum.	- induction document. - Assistant Principal to meet with team leaders weekly to develop PLT focus and agenda - All Teachers implementing Cross Checks in all key areas.
	Year 2	- Expand "Maths Coach Role " to Curriculum Coach Leading Teacher - Continue Enrolment in Bastow for other staff members – Leadership focus - Implement and evaluate through PLTS the model used for Writing and Spelling. - Engage a consultant to work with the coach/staff to develop the writing and spelling programs - Embed the work in writing into the classroom structure, work programs and assessment schedule as evidence of consistent practice. - Instructional Rounds/Observations (Focus on Writing and spelling) - Review and amend Literacy and Mathematics Policy to capture our philosophy and practice - Review Induction Policy	- All Items from year one consolidated - Significant positive gain towards numerical targets as per strategic plan. - Feedback from staff about Consultancy and areas for development - Action Plans to respond to data gathered during observations - Curriculum Guarantee Documents Produced to support teaching and Learning of Writing and Spelling - Updated Literacy Policy - Updated Literacy Assessment Schedule - Professional Learning Schedule includes Literacy PD - Documentation outlining Writing and spelling approaches - Bastow Team Continue to PD staff

	Year 3	• Maintain/consolidate/improve all items from year 1/2/3 • Maintain Consultancy and Curriculum Coach roles. • Continue Enrolment in Bastow for other staff members – Leadership focus • •	• All Items from year one and two consolidated • Significant positive gain towards numerical targets as per strategic plan. •
	Year 4	• School Self Evaluation • School review.	• All numerical targets met. • Staff, parent and student reflection tools to measure success qualitatively • Achievement Strategies embedded in school culture.
Engagement: Build on the expertise being developed in academic goal setting for students in Reading, Writing and Mathematics. That the student leadership program be extensively enhanced to encourage students to develop their own sense of student engagement. All year 6 students to be allocated a formal role or responsibility To develop and enhance the induction program for new teachers to better meet the current high expectations for student engagement and learning Build on and enhance the culture of high expectations in the school community Promote the Positive Behaviour model as part of the school culture. Enhance the transition opportunities for students from K- P, years 6-7,	Year 1	• Build Teacher and student capacity in goal setting techniques • Develop a whole school strategy for transparency and communication of goals • Formalise and document the student leadership program, including development of roles for year six students and the selection process. • Build Teacher Capacity in Student Leadership through partnership with Blu Earth. • Qualitative Evaluation of Leadership Program • Review Current Induction processes and information • Allocate role and responsibility for staff induction • Embed Induction opportunities into the timetable. • Develop a Well Being Committee	• Peer and Parent feedback about goal setting as part of Performance Plans • Communication of Student Learning Policy and Procedures document. • Improvement in DEECD Survey results • Development of Student Leadership Policies and Procedures • Leadership Program Survey Data • Feedback about Staff Induction Process through DET surveys • Role and Responsibilities documentation • School Timetable • Increase in Positive Behaviours entered via classroom and yard incident forms. • Increase enrolments • Reduction in absence

between school years and for students arriving during the school year. Effectively share data and information to contribute to the seamless transition. Develop connections to the broader community that link directly to student learning. Promote the opportunities for partnerships between our school and other organisations Enhance the information on the website/Facebook Reaffirm and promote the school values through a range of strategies to enable the school community to engage in living the values.		▪ Formation of Wellbeing Committee ▪ Launch SWPBS Matrix	
	Year 2	▪ Goal Setting occurs regularly (fortnightly) for Reading writing and maths ▪ Refine reporting of goals and outcomes to parents ▪ Maintain/Build on Leadership Program ▪ Extend Staff involvement in understanding student leadership ▪ Qualitative Evaluation of Leadership Program. ▪ Seek partnerships that support student learning and Engagement at Hamlyn Banks ▪ Allocate role for Website and Facebook page management ▪ School Values displayed more prominently around the school ▪ Promoting and highlighting Teacher Work and significant student achievement.	▪ All Items from year one consolidated ▪ Significant positive gain towards numerical targets as per strategic plan. ▪ ▪ Record Keeping and communication of student goals ▪ DET Survey Results ▪ Qualitative results analysed ▪ Increase in number of partnerships within the school. ▪ Tracking the number of members on Facebook and Website hits. ▪ Anecdotal data about awareness of the school values/student awards/House activities. ▪ Frequency of Newsletter Articles/Facebook Posts, Newspaper Stories and Website entries highlighting successes

	Year 3	▪ Maintain/consolidate/improve all items from year 1/2/3 ▪ Maintain/refine/review aspects of setting and communicating goals. ▪ Qualitative Evaluation of Leadership Program. ▪	▪ Significant positive gain towards numerical targets as per strategic plan. ▪ All Items from year one and two consolidated ▪ Significant positive gain towards numerical targets as per strategic plan.
	Year 4	▪ School Self Evaluation ▪ School review.	▪ All numerical targets met. ▪ Engagement Strategies embedded in school culture.
Wellbeing Develop a whole school "positive behaviour approach" to acknowledge student positive behaviours to complement the Restorative approach the school practices. It is recommended that the school promotes and values of full attendance and implements a program such as 'It's not OK to be away'. Enhance and improve the learning environment including classrooms and grounds. Reinforce the restorative practice model and opportunities for students to connect to each other in a variety of meaningful ways. Support staff in living the school values and applying	Year 1	▪ Formation of Student Well Being Committee ▪ Continuation of BluEarth Program ▪ Develop an SWPBS approach ▪ Refresher for all staff in Restorative Practices ▪ Develop a Peer Mediation model ▪ Further develop community connections ▪ Promote High expectations for attendance ▪ Celebrate 100% attendance ▪ Attendance Officer Role ▪ Develop a transition form for at risk students ▪ Develop a Grounds Master Plan ▪ Introduce Multi-Age opportunities- e.g sitting in Houses at Assembly, Enhanced Buddy opportunities, BluEarth Whole school activities. ▪ Develop Feedback models to support	▪ DET survey Results ▪ Professional Learning Schedule ▪ Data Base of BLuEarth trained staff ▪ Data Base of Restorative Practice Training ▪ Attendance Data ▪ Participants in Community Garden Project ▪ Staff Wellbeing opportunities embedded in Schedules/Calendar.

Engagement, Empathy, Clarity and Learning to enable Leadership to contribute to the staff wellbeing. Develop Feedback mechanisms that acknowledge staff achievements and areas for improvement.		the PDP e.g "Learning from Others program," Feedback through PLTs (DuFour Questions) ▪ Enhance Staff Health/wellbeing opportunities through the meeting schedule and special events ▪ Explore the development of a community garden	
	Year 2	▪ Maintain and extend all items from year 1 including: ▪ Wellbeing Committee ▪ Continuation of BluEarth ▪ Consolidate SWPBS approach ▪ Consolidate Peer Mediation Model ▪ Continue to build community partnerships ▪ Implement Feedback model ▪ Schedule Multi-Age Activities and develop a policy for Multi-age at our school ▪ Student input into Grounds development ▪ Student teams to maintain grounds/gardens including Community Garden	▪ Significant positive gain towards numerical targets as per strategic plan. ▪ DET Surveys ▪ All Items from year one consolidated and extended. ▪ Increase in the number of "sustainable Partnerships" ▪ Improvements to the School Grounds.
	Year 3	▪ Maintain/consolidate/improve all items from year 1/2/3	▪ Significant positive gain towards numerical targets as per strategic plan. ▪ DET Survey improvements ▪ Extension of year 1 and 2 targets
	Year 4	▪ School Self Evaluation ▪ School review.	▪ All numerical targets met. Wellbeing Strategies embedded in school culture.

Productivity	Year 1	• Business Manager to attend Bastow Leadership Program to develop more efficient processes for financials at school.	• DET survey Results
Enhance communication between the school, teachers, parents and community by exploring different and varying forms of communication.		• Facebook and Website coordinator role • Online Newsletter • Evaluate perceptions of communication between all levels of the school community • Develop strategies to share Teaching and Learning approaches with parents. • Teacher of the week awards at assembly • Teacher profile in each newsletter • Develop a Leading Literacy Team at school. • Leading Literacy Team to attend Bastow Program • Explore models for whole school approach to writing and spelling. • Explore possible consultants to work with the school. • Promote High expectations for attendance • Celebrate 100% attendance • Attendance Officer Role • Engage Community in Grounds Master Plan prioritisation • Maximise investment strategy to build funds to achieve Grounds Master Plan	• Increase in Facebook uptake • Website Hits increase • Enrolment in Bastow • Leading Literacy project underway • Decision around consultant for 2016 • Every Day Counts strategy developed • Model for Writing and spelling selected. • Elements of Grounds Master Plan quoted • Elements of Grounds Master Plan completed
Grow within the community an understanding of the teaching and learning approaches used in the school.			
Parent participation in the school is encouraged to promote the excellent work staff does that is not widely known.			
Apply a similar model to the mathematics model for Literacy over the next strategic plan.			
It is recommended that the school promotes and values of full attendance and implements a program such as 'It's not OK to be away' or Every Day Counts			
	Year 2	• Review/extend Actions from year 1. • Budget for a dedicated Student Welfare Officer in 2016/17 • Business Manager Project from Bastow embedded • Develop Communication Strategy based	• Significant positive gain towards numerical targets as per strategic plan. • All Items from year one consolidated • Communication Strategy finalised and implemented

		on 2015 evaluation • Engage Literacy Consultant to work with Leading Literacy Team • Appoint Teaching and Learning Coach		• Improved processes between Office/Classroom and home
	Year 3	• Maintain/consolidate/improve all items from year 1 and 2 • Explore other methods of communication to the community • Maintain Literacy Consultant		• Significant positive gain towards numerical targets as per strategic plan.
	Year 4	• School Self Evaluation • School review.		• All numerical targets met. • Productivity Strategies embedded in school culture.