

## School Strategic Plan for



# Morang South

*Primary School*

1975

2016 – 2019

**Every Face has a Place @ MSPS**



## Endorsements

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| <p>Endorsement by<br/>School Principal</p>                  | <p>Signed.....</p> <p>Name: Julie Jones.....</p> <p>Date: 27/0416.....</p>  |
| <p>Endorsement by<br/>School Council</p>                    | <p>Signed.....</p> <p>Name: Emma Dickens.....</p> <p>Date 27/04/16.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by<br/>the delegate of the<br/>Secretary</p> | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>  |

## A School Profile

### Purpose

#### Mission

Morang South Primary School is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

#### Vision

Our vision for Morang South Primary is to become a vibrant learning community where all members are challenged and empowered to strive for and celebrate personal excellence and continuous growth. The children will become positive, compassionate, able, creative, confident thinkers, and lifelong, socially responsible learners equipped to thrive in and shape the future of our evolving global society.

### Values

**Teaming for success. Striving for excellence.**

|                    | Definition  | This means  |
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| <b>Respect</b>     | Treating everybody and everything with consideration and courtesy   | Caring about myself, others and the environment             |
| <b>Learning</b>    | Gaining knowledge, skills and understanding through endeavour and experience  | Knowing and understanding more                              |
| <b>Trust</b>       | Confidently relying on someone believing they will make the appropriate choices for both the individual and the group | Doing the right thing and having faith in others            |
| <b>Honesty</b>     | Being truthful, sincere and open so others can trust you  | Your thoughts, words and actions reflect what you say or do |
| <b>Caring</b>      | Showing concern for others and being thoughtful and understanding of their feelings                                   | Thinking with the heart                                     |
| <b>Tolerance</b>   | Being fair towards and accepting of other people's beliefs, differences and opinions                                  | Finding ways of allowing for and celebrating differences    |
| <b>Cooperation</b> | Working together towards a common goal and being able to work and act positively with others                          | Working together to get the job done                        |

## **Environmental Context**

Morang South Primary School is situated in the northern growth corridor of Melbourne. Enrolments mainly come from local pre-schools and child care centres. In recent years the school has increased in numbers as the surrounding community has grown and the school's excellent reputation has attracted families. Our current enrolment is 454. It appears the numbers will most likely remain around 450 students for the next few years. Over the life of the last Strategic Plan the School Family Occupation (SFO) index has increased to 0.5013. This is due mainly to the increase in the number of students from language backgrounds other than English, some of whom are refugees and asylum seekers. The SFO may continue to increase in line with the trend in the remainder of the Whittlesea Shire.

The school has been at its current site for 19 years. It has gone from a small school on the outskirts of Melbourne, to a large suburban school. The grounds are attractive and well kept, offering a variety of learning and play spaces. There are well maintained and modern facilities, including sixteen permanent teaching spaces, a full sized basketball court and performing arts complex. The facilities have regularly been used by the local community, including EPIC, a centre for early intervention for children with disabilities and the local shire.

The school offers a comprehensive and challenging curriculum program in the following learning domains: Physical, personal and social learning; Health and P.E., Personal Learning, Interpersonal development, Civics and Citizenship], Disciplined learning [Performing and Visual Arts, Humanities, Mathematics, English, and Science] and Interdisciplinary learning [Communication, Design, Creativity and Technology, ICT, Thinking]. Over the life of this Strategic Plan the school will use the Victorian Curriculum as the basis for its teaching and learning programs

We have a strong commitment to teaching and learning of literacy and numeracy and this remains a priority for the school. In support of this we offer, Language Support, literacy intervention and maths intervention in years one and two, with further individual and small group support for other children, including high achievers, when resources are available. There has been growth in the number of students with Language Background Other Than English (LBOTE) so an English as a Second an Additional Language (EAL) is provided by both dedicated teaching and aide staff.

We aim to prepare the children for the global world. Staff, students and parents have a strong commitment to the use of ICT and digital technologies. These tools are integrated in all domains to deepen understanding and to demonstrate learning including the use of interactive whiteboards and televisions, and digital video and still cameras across the school. There is a comprehensive Net book program in the school. The school also has a strong involvement in and commitment to an eLearning Community involving other Whittlesea Network schools.

We have a whole school approach to Student Engagement and Wellbeing basing our work on strong school values, social competencies, the Restorative Practices approach and the work of Doctor Ramon Lewis from Latrobe University.

Staff members at Morang South Primary School take an active interest in the social, emotional and academic development of our students. Teachers develop a keen knowledge of the interests, learning needs, styles and goals of each of the students in their care and facilitate effective lines of communication with the home. A feature of this communication is the use of email and Social Media.

The Department of Education and Training (DET) and the School Council expects parents to uphold the values of the school and encourages their involvement in the educational development of their children. Opportunities are made available for parents to participate

in curriculum and school policy development through the Parents' and Friends, the School Council and its sub-committees and notification of opportunities to contribute on a regular basis. information and three-way conference evenings, workshops and forums. The school actively seeks the support of the wider community to assist with its operations and future development through involvement in camps, excursions, special events and activities and surveys, the fortnightly newsletter and social media

### **Service Standards**

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.

The school will respond to all communication by parents and caregivers in accordance with the school Communications Policy

Parents and carers will be engaged regularly when their child does not behave in a socially acceptable manner.

Students, parents and carers will be given an opportunity to 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.

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| <b>Strategic Direction</b>   |  |  |
| <b>Achievement</b><br>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.<br>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. |  | <b>Key improvement strategies</b><br>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. |
| <b>Goals</b><br>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.  | <b>To maximise student performance in English and Mathematics, but specifically higher levels of growth in Mathematics.</b><br><br><b>To develop student's thinking &amp; questioning skills throughout English &amp; Mathematics and to form cross-curriculum connections, particularly in Science.</b> | Unpack & embed Victorian Curriculum with staff.<br><br>Review and evaluate current MSPS teaching and learning protocols.<br><br>Review and further develop the maths program, processes and documents and then embed the resultant best practices.   |
| <b>Targets</b><br>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on  | At least 12 month's growth for all students in Teacher Judgement supported by data.<br>Increase value-added results for student achievement, using triangulated data for   | Develop a maths planning resource that spans multiple year levels and supports targeted teaching   |

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| <p>the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>                                   | <p>English and Maths – NAPLAN; PAT; On-Demand; MOI; to demonstrate this.</p> <p>Decrease students to 10% in lowest bands in grades 3 &amp; 5 NAPLAN. Increase students to 80% in bands 6-8 in grades 3 &amp; 5 NAPLAN. Increase students to 90% in bands 4-6 in grades 3 &amp; 5 NAPLAN. NAPLAN data to show 2 years growth between grades 3 &amp; 5<br/>At least 90% of students to benchmark in PM Reading Records<br/>PAT Maths, English &amp; Science demonstrates at least one year's growth per year<br/>Explicit Cross curricular connections in planning documents that are embedded across the school.</p>   | <p>Researching, developing and refining consistent whole school planning documents, lesson structures and assessment in English and Inquiry, in particular Science.</p> <p>Review and evaluate students' articulation and procedural knowledge of the High Reliability Literacy Teaching Procedures (HRLTPs). Sustain the effective teaching of the HRLTPs across the whole school by providing professional learning and team support</p> <p>Review and evaluate current assessment schedule. Include twice yearly whole school approach to moderation.</p> |
| <p><b>Theory of action (optional)</b><br/>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p> | <p>In recent years there has been some improvement in student outcomes across a variety of assessments. However, there is still a great deal of room for improvement, particularly moving more students into the levels of achievement above standard and reducing the number of student below standard for both English and Mathematics. Research (Hattie J – Visible Learning indicates that the teacher and their capacity is a strong source of influence over improving student outcomes). At MSPS there is a range of experience amongst the teaching staff. The purpose of the strategies is therefore to harness and build the teaching capacity of all the teaching staff in the school to support improved student outcomes. The reviewing, refining, developing and documenting of programs is designed to improve the curriculum offered to students,</p> | <p>Use triangulation of data and assessment documents to support consistent and accurate teacher judgement.</p> <p>Through professional learning, strengthen staff's data literacy, including data collection and analysis techniques and use the data for goal setting and planning.</p> <p>Investigate, develop and refine ways of providing informative and continuous feedback to scaffold student learning.</p> <p>Implement and follow school wide policies and procedures in regards to peer observations and partnerships.</p>                       |

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|                             | <p>their opportunities to reach their potential and demonstrate their abilities.</p>  |   |
|                             | <p><b>Actions</b><br/>         Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>                                      | <p><b>Success criteria</b><br/>         Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>  |
| <p><b>Year 1 (2016)</b></p> | <ul style="list-style-type: none"> <li>• Provide staff with professional learning and time in teams to unpack and navigate through the Victorian Curriculum and its terminology</li> <li>• In teams and as a whole staff, review and evaluate current MSPS teaching and learning protocols and planners.</li> </ul> | <ul style="list-style-type: none"> <li>• All teaching staff at MSPS will be familiar and knowledgeable in the Victorian Curriculum</li> <li>• All new and existing staff are confident with the MSPS teaching and learning protocols. Morang South P.S. teaching and learning protocols document will have been reviewed, altered accordingly, distributed and referred to by all staff and key stakeholders - the document will be accessible from a central location such as the intranet or t-users</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Review and refine the whole school Assessment schedule.</li> <li>• Review and further develop the Maths program, processes and documents to align with Victorian Curriculum and MSPS expectations</li> <li>• Review the use of data when grouping of students when planning</li> <li>• Implement 'Targeted Maths' across grades 1-6</li> <li>• Explore the use and frequency of MOI testing</li> <li>• Research consistent whole school assessment across the curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>• All staff are familiar with and are successfully using the assessment schedule</li> <li>• Staff are developing their Maths programs to align with the Victorian Curriculum and MSPS expectations.</li> <li>• Staff are beginning to explore fluid groupings in Mathematics <ul style="list-style-type: none"> <li>– Students are in their appropriate teaching group that caters to their specific point of need through scaffolding and focused teaching.</li> </ul> </li> <li>• Students from Grade 1 - 6 participate in weekly sessions of Targeted Maths.</li> <li>• Staff will be aware of the use and frequency of MOI assessment and results.</li> <li>• English and Maths ALT team develop consistent whole school assessment.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Include twice yearly whole school approach to moderation.</li> <li>• Use triangulation of data and assessment documents to support consistent and accurate teacher judgement. Continue to evaluate and refine current assessment practices, documents and tasks used across the 3-6 area (NAPLAN, On Demand, CARS and STARS online, MOI, etc.)</li> <li>• Explore ways to triangulate data in the F-2 area</li> <li>• Through professional learning, strengthen staff's data literacy, including data collection and analysis techniques and use the data for goal setting and planning.</li> <li>• Implement and follow school wide policies and procedures in regards to peer observations and partnerships.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff implement planned moderation within teams and across team levels for English and Maths.</li> <li>• Each term teams will triangulate and moderate data.</li> <li>• Staff working in the F-2 area are familiar with multiple assessment techniques and the triangulation of data</li> <li>• Professional learning to increase staff capacity in the triangulation of data more comprehensively in English and Maths</li> <li>• An established peer observation template, created by the S.I.T, will be provided to and used by all staff. All staff will receive professional learning on giving and</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Develop a scope and sequence for student ICT skills in each level.</li> <li>• Provide relevant ICT professional learning that allows current ICT tools to be embedded in planning documents and teaching/learning programs.</li> </ul>  | <p>receiving constructive feedback and the process for observations</p> <ul style="list-style-type: none"> <li>• Whole school using ICT Scope and Sequence to provide consistency and scaffolding</li> <li>• Staff utilise a range of ICT tools including Web 2.0 that are incorporated in planning documents for successful integration of ICT across the curriculum</li> </ul>  |
| <p><b>Year 2 (2017)</b></p> | <ul style="list-style-type: none"> <li>• Embed Victorian Curriculum &amp; best MSPS practices into whole school and team planning documents.</li> <li>• Further develop and trial Maths program, processes and documents in alignment with Victorian Curriculum &amp; MSPS practices.</li> <li>• Using consistent assessment data, teachers will appropriately group of students when planning</li> <li>• Refine the implementation of 'Targeted Maths' from Foundation-6</li> </ul> | <ul style="list-style-type: none"> <li>• The Victorian Curriculum terminology and standards will be incorporated in all planning documents to support the MSPS Teaching and Learning Protocols</li> <li>• The Maths ALT will trial and develop a range of maths programs and processes.</li> <li>• Through the use of consistent assessment data, students are in their appropriate teaching group that caters to their specific point of need through scaffolding and focused teaching.</li> <li>• Staff will support teaching and learning expectations for Targeted Maths</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Consistent use of the same assessment in Maths and English.</li> <li>• Review and evaluate students' articulation and procedural knowledge of the HRLTPs.</li> <li>• Continue twice yearly whole school approach to moderation in English and Mathematics. Develop consistent assessment tasks and protocols for moderation.</li> <li>• Through professional learning, continue to strengthen staff's data literacy, including data collection and analysis techniques and use the data for goal setting and planning.</li> <li>• Embed school wide policies and procedures in regards to peer observations and partnerships. Explore ways to give effective feedback to peers following peer observations.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff will use assessment in English and Maths consistently in line with the Assessment Schedule</li> <li>• Professional learning will be provided to ensure that new and current MSPS staff are confident and capable of incorporating the HRLTPs in their daily teaching. HRLTP resources will be accessible to all staff via the network, 'TUsers'.</li> <li>• Continuous moderation across the school occurs twice yearly. Staff support consistent protocols for moderation.</li> <li>• All staff will be confident in the triangulation of data in English and Maths</li> <li>• Staff will confidently use the observation template to support the observation process, its purposes and desired outcomes. Staff are provided with continuous professional learning on giving and receiving constructive feedback.</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Use current planners and highlight opportunities for cross curricular connections.</li> </ul>   | <ul style="list-style-type: none"> <li>• Staff are aware of how they can make connections to other areas of the curriculum through English &amp; Maths. <ul style="list-style-type: none"> <li>– Professional learning provided to staff about areas for connections.</li> </ul> </li> </ul>  |
| <p><b>Year 3 (2018)</b></p> | <ul style="list-style-type: none"> <li>• Develop a Maths planning resource that spans multiple year levels and supports targeted teaching</li> <li>• Sustain the effective teaching of the HRLTP's across the whole school by providing professional learning</li> <li>• Continue twice yearly whole school approach to moderation in English and Mathematics. Ongoing use of established consistent assessment tasks and protocols for moderation.</li> <li>• Ongoing use of consistent assessment to triangulate data and support teacher judgement. Staff reflect and form teaching goals based on this data.</li> <li>• Staff use peers observations to monitor their goals and their personal development.</li> </ul> | <ul style="list-style-type: none"> <li>• The SIT and Maths ALT work together to develop and support staff in using multi-level planner.</li> <li>• English ALT to provide PL on HRLTP's to ensure all staff incorporate the HRLTPs in their daily teaching. Continue to build on HRLTP resource bank.</li> <li>• Continuous consistent moderation across the school occurs twice yearly. Staff support consistent protocols for moderation.</li> <li>• Staff are competent and confident in analysing and triangulating student data</li> <li>• Staff actively use the coaching model to support their observations which aligns with the whole-school observation template.</li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Plan for and carry out planners with explicit cross curricular connections.</li> </ul>   | <ul style="list-style-type: none"> <li>• Staff can assess different areas of the curriculum during one unit. For example - measure persuasive vocabulary in science or measurement in physical education.</li> </ul>   |
| <p><b>Year 4 (2019)</b></p> | <ul style="list-style-type: none"> <li>• Review and refine the use of Victorian Curriculum and MSPS protocols throughout planning documents.</li> <li>• Refine and review the effective teaching of the HRLTP's across the school.</li> <li>• Review and refine the whole school Assessment schedule and whole school assessment tools.</li> <li>• Review and refine multi-level maths planner and MSPS maths program.</li> <li>• Review and refine the use of different data to triangulate data and form teacher judgement.</li> <li>• Refine and review the process of peer observations.</li> <li>• Embed cross curricular connections in English and Mathematics unit planners.</li> </ul> | <ul style="list-style-type: none"> <li>• Planners will reflect the ongoing use of Victorian Curriculum and MSPS learning protocols.</li> <li>• Survey staff and students to measure the effectiveness of the HRLTPs in reading and writing.</li> <li>• Survey staff the measure the effectiveness of types of assessment on the assessment schedule.</li> <li>• Staff continually use and contribute to the multi-level maths planner. Consistent maths program is shown in all classrooms at MSPS.</li> <li>• Triangulation of data is used and minuted in regular S.I.T meetings.</li> <li>• Survey staff on how peer observations have contributed to reaching personal teaching goals.</li> <li>• Staff measure different capabilities from the Victorian Curriculum.</li> </ul> |



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| <p><b>Engagement</b><br/> Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.<br/> Engagement spans students’ motivation to learn, as well as their active involvement in learning.<br/> Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p> | <p><b>Key improvement strategies</b><br/> Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p> |   |
| <p><b>Goals</b><br/> Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>   | <p>GOAL -<br/> <b>To increase student engagement, collaboration and motivation within an inquiry-based learning community</b></p>   | <p>Provide opportunities to broaden students’ experiences with other communities and cultures to help develop a sense of global (digital) citizenship.</p> <p>Review and develop strategies to improve students intellectual engagement and awareness of their own learning, by revisiting and reviewing Action Research (Plan, Do, Study, Act) and the e5 model to establish shared understandings between teachers and with students.</p> |
| <p><b>Targets</b><br/> 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 students. outcomes of a smaller group of</p>   | <p><b>Attitudes To School Survey:</b><br/> Learning Confidence – variable current 4.22 – Target 5.00<br/> Student Motivation - variable current 4.67 – Target 5.2<br/> <b>Parent Opinion Survey</b><br/> Transition variable – current 5.63 – target 6.0<br/> General Satisfaction variable – current 5.52 – target 6.0<br/> <b>Attendance data</b></p>   | <p>Align all planning with Victorian Curriculum and current pedagogies and include <i>student directed</i> learning by providing opportunities for goal setting, giving and receiving feedback, and personalised learning.</p>  |



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|   | <p>Increase school attendance average from 92.14% to 94%</p> <p><b>Student Voice</b><br/> Increase students opportunities to have a genuine voice in their learning<br/> To maintain 0 expulsions<br/> To have 0 suspensions</p>                                       | <p>Implement systems and approaches that give students a voice in the decisions that affect their learning and their lives at school.</p> <p>Provide students with the support and tools to understand the impact of their involvement on learning outcomes by facilitating explicit lessons that allow them to reflect on, discuss and influence their own learning.</p> |
| <p><b>Theory of action (optional)</b><br/> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p> | <p>Students need more opportunities to have a voice in their learning and for the learning to be more student centred.</p>   | <p>To improve teacher confidence and capacity through PL to implement effective questioning through all curriculum areas.</p> <p>Investigate and then implement a whole school curiosity model to create a culture within the school that embeds self-efficacy towards curiosity, critical thinking and questioning.</p>  |
|   | <p><b>Actions</b><br/> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> | <p><b>Success criteria</b><br/> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>    |

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| <p><b>Year 1 (2016)</b></p> | <ul style="list-style-type: none"> <li>• Introduce Edmodo into all 3 to 6 classes.</li> <li>• Continue to implement Skype experiences with other schools and community figures.</li> <li>• Staff to use Network meetings to create connections with other schools and classrooms to build relationships (for example working on projects with students from another school)</li> <li>• As a leadership level (SIT and ALT) investigate through research, networking and school visits, curiosity models and what might work best for M.S.P.S</li> <li>• Plan PL for teachers to ‘unpack’ and familiarise themselves with the new Victorian Curriculum.</li> <li>• Investigate opportunities for staff to visit other schools and partake in classroom observations to encourage best practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Students experience connections with other schools and community figures, while being exposed to various cultures.</li> <li>• Students will be exposed to a variety of digital experiences in order to become safe global citizens when utilising digital tools.</li> <li>• Staff will communicate with educators from other schools through their Action Learning Teams and NET meetings.</li> <li>• Teachers will research and professionally discuss possible curiosity/inquiry models to implement at M.S.P.S</li> <li>• Teacher’s will become acquainted with Victorian Curriculum.</li> <li>• Teachers visit other schools to observe effective practices. Then research, reflect and share their finding with other staff.</li> </ul> |
| <p><b>Year 2 (2017)</b></p> | <ul style="list-style-type: none"> <li>• Consolidate the use of Edmodo across 3 to 6 classrooms.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will continue to experience connections with other schools and community figures, while being exposed to various cultures.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Skype experiences with other schools and community figures across all classroom levels.</li> <li>• Staff attend Network meetings to consolidate connections.</li> <li>• Take model/s to staff to discuss what this will look at MSPS give significant time to incorporate this model into our planning documents with the inclusion on critical thinking and questioning.</li> <li>• Revisit the current integrated units and establish consistent vision, structures, planning and through lines documentation with a focus on the whole school curiosity and inquiry as new information/PD is provided.</li> <li>• Plan PD and school visits (classroom) that allows teachers to research strategies that give students the tools they need to become successful at directing their own learning (whole school approach) in line with the Victorian Curriculum</li> <li>• Experiment with current pedagogy and provide opportunities on how to give and</li> </ul> | <ul style="list-style-type: none"> <li>• Students use safe practices while experiencing connections with others digitally.</li> <li>• Staff will continue to communicate and collaborate with educators from other schools through their Action Learning Teams and WSN NET meetings on a regular basis.</li> <li>• All staff have a unified understanding of the whole school curiosity/inquiry model and how this can be applied in the classroom to improve students' intellectual engagement.</li> <li>• Students will experiment with ways to question, reflect and guide their own learning experiences through changes to the planning process of Curiosity/Inquiry units.</li> <li>• Teams will revisit and make necessary changes to Integrated Units with a focus on updated whole school curiosity/Inquiry models of practice.</li> <li>• Teachers will attend PD and classroom observations that focus on questioning and reflection.</li> </ul> |
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|  | <p>receive effective feedback to their teachers and their peers through a variety of mediums.</p> <ul style="list-style-type: none"> <li>• Continue to 'unpack' and familiarise standards within the new Victorian Curriculum.</li> <li>• Teams to start documenting the new Victorian Curriculum in all planning documents and including relevant cross curricular information (ICT and Critical Thinking, Personal and Interpersonal learning and reflection)</li> <li>• Provide PL opportunities for staff to obtain strategies and skills to explicitly teach using effective open and closed questions as well as inquiry based questioning techniques.</li> </ul> | <ul style="list-style-type: none"> <li>– Students will experiment with ways to give and receive feedback about their learning through a variety of mediums.</li> <li>• All MSPS planning documents will include updated Victorian curriculum information that includes relevant cross curricular skills that promote higher order thinking, reflection, and questioning that promote student directed teaching</li> <li>• A whole school Curiosity model will be trialled, evaluated and embedded into whole school planning documents.</li> <li>• SIT team to look and choose appropriate PL for effective open and closed questions</li> <li>• Teachers continue to visit other schools to observe effective practises. Then implement, reflect and share their finding with other staff.</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Provide opportunities for staff to visit other schools and observe to encourage best practice.</li> <li>• Teams to use the knowledge they have gained through PL to implement questions and questioning into planning documents.</li> </ul>  | <ul style="list-style-type: none"> <li>• Teams will discuss and experiment with ways to plan higher level questioning techniques in the classroom to elicit genuine feedback.</li> </ul>  |
| <p><b>Year 3 (2018)</b></p> | <ul style="list-style-type: none"> <li>• Review and Refine use of Edmodo across 3 to 6 classrooms.</li> <li>• Continue to provide Skype experiences.</li> <li>• Review and refine networking connections and relationships with other schools.</li> <li>• Continue to make relevant changes to the Integrated Units and establish consistent vision, structures, planning and through lines documentation with a focus on whole school curiosity/inquiry as well as effective ways of incorporating ICT to provide feedback to students.</li> </ul> | <ul style="list-style-type: none"> <li>• Students experience connections with other schools and community figures, while being exposed to various cultures.</li> <li>• Students use a variety of digital experiences in order to become safe global citizens when utilising digital tools.</li> <li>• Staff will review best practices gained from network meetings and develop plans for future collaborations.</li> <li>• Teams will continue to revisit, update and make necessary changes to Integrated Units with a focus on updated whole school curiosity/Inquiry models of practice. <ul style="list-style-type: none"> <li>○ Students will begin to question, reflect and guide their own learning experiences through the curiosity/inquiry based model.</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Teams to continue documenting the new Victorian Curriculum in all planning documents and including relevant cross curricular information (ICT and Critical Thinking, Personal and Interpersonal learning and reflection)</li> <li>• Continue to plan for ways that give students the tools they need to become successful at directing their own learning (whole school approach) including feedback and reflection on personalised learning goals.</li> <li>• Continue to provide PL opportunities for staff to obtain strategies and skills to explicitly teach using effective open and closed questions as well as inquiry based questioning techniques.</li> <li>• Continue to provide opportunities for staff to visit (or revisit) other schools to consolidate best practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers will continue to include the updated Victorian curriculum into whole school planning documents.</li> <li>• Students will have a say in their learning and assessment opportunities and direct themselves for future learning. <ul style="list-style-type: none"> <li>○ Students will continue to use strategies learned to give and receive feedback about their learning with their peers and teachers and reflect on this.</li> </ul> </li> <li>• Teachers will continue increase their questioning capacity and reflect on this as part of their PDP process. <ul style="list-style-type: none"> <li>– Teams to continue to use the knowledge they have gained through PL to implement questions and questioning into planning documents.</li> </ul> </li> <li>• Teachers continue to visit other schools, forming informal partnerships. Then implement, reflect and share their finding with staff at both schools.</li> </ul> |
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**Year 4 (2019)**

- Implement/experiment with new and effective practises for Edmodo and other communication tools across 3 to 6 classrooms.
  - Staff use Network meetings and other opportunities to make new/further connections with different school communities to further enhance student global citizenship.
  - Continue to review and refine changes of whole school Integrated Units, aiming to establish consistent and clear understandings of Curiosity/inquiry models between teachers and students in regards to their learning needs.
  - Finalise planning processes ensuring all planners have up to date relevant Victorian Curriculum cross curricular information (ICT and Critical Thinking, Personal and Interpersonal learning and reflection) and experiences and assessment opportunities are planned for.
  - Consolidate effective ways that give students the tools they need to become successful at directing their own learning
- Students use safe practices when experience connections with other schools and community figures, while being exposed to various cultures through the use of Skype and Edmodo.
  - Staff will enhance student global citizenship through network collaborations, including reviewing and refining experiences to promote best practice.
  - Teachers will plan for students to gain experiences in questioning and reflecting on their learning based on the whole school curiosity/inquiry model.
    - Students will question, reflect and guide their own learning experiences.
  - All teams will have detailed updated planning documents that have direct links to the Victorian Curriculum
  - Students will continue to be explicitly taught the tools and strategies they require to be engaged independent learners that can direct their learning.

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|  | <p>(whole school approach) and facilitate in lessons.</p> <ul style="list-style-type: none"> <li>• Continue to provide opportunities for staff to visit (or revisit) other schools to further consolidate best practice.</li> <li>• Continue to provide 'questioning' PL opportunities for staff to further build staff capacity.</li> <li>• Teams to continue to use the knowledge they have gained through PL to implement questions and questioning into planning documents.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff evaluate their school visits, informal partnerships and reflect on best practices learnt through these visits.</li> <li>• Staff continue to develop effective practices to teach effective questioning and inquiry skills.</li> <li>• Effective questioning strategies are embedded in team planning documents.</li> </ul> |
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| <p><b>Wellbeing</b><br/>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>                           |  | <p><b>Key improvement strategies</b><br/>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p> |
| <p><b>Goals</b><br/>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p> | <p><b>To further enhance our learning community by strengthening relationships and developing self-motivated, resilient and responsible learners and leaders.</b></p>  | <p>Continue with KidsMatter implementation and gain accreditation</p> <p>To build and foster a learning community where STUDENT VOICE is heard, valued and acted upon.</p> <p>Provide opportunities for parents to develop a greater involvement in their children's education and a deeper connectedness to our school.</p>   |
| <p><b>Targets</b><br/>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</p>  | <p><b>Possible targets</b><br/><b>Attitudes to School Survey</b><br/>Student Safety variable- current 4.63; Target 5.1<br/>Student Morale variable - current 6.14; Target 6.5<br/>Classroom Behaviour variable - current 4.18; Target 5.00</p> | <p>Continue to build staff efficacy to enhance our learning community</p> <p>Review, analyse and act upon improving student attendance.</p> <p>Refine and sustain our transition processes.</p>  |

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| <p>learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>   | <p><b>Parent Opinion Survey</b><br/> School Improvement variable - current 5.52; Target 6.0<br/> Student Safety variable - current 5.4; Target – 6.0<br/> Classroom Behaviour variable - current 4.18; Target 5.00<br/> Teacher Morale - current 5.65; Target 6.00</p> <p><b>Staff Opinion Survey</b><br/> Collective Efficacy: increase school mean from 4.00 (2015) to be 4.8 (2019)</p> <p><b>Student voice</b><br/> Increase students opportunities to have a genuine voice in their learning</p> <p>Collect Bully Stoppers Survey data</p>   |  |
| <p><b>Theory of action (optional)</b><br/> The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p> | <p>There is a Department of Education and Training (DET) focus on Resilience and MSPS has a diverse enrolment with many families from backgrounds with languages other than English. Morang South Primary School is currently working towards KidsMatter Accreditation. Module 3 of this program is about building communities and developing genuine partnerships with parents and carers. The parent opinion survey data for 'parent input' and 'general satisfaction' were marginally below both the State and School Type variables and it is the school's intention to improve this.</p> |  |
|   | <p><b>Actions</b><br/> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>  | <p><b>Success criteria</b><br/> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify</p> |

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|               |  | and focus the school's monitoring of progress, only a limited number of success criteria should be set.   |
| Year 1 (2016) | <ul style="list-style-type: none"> <li>• Complete all components of KidsMatter professional learning and continue implementation of KidsMatter framework.</li> </ul> | <ul style="list-style-type: none"> <li>• KidsMatter included in professional learning schedule.</li> <li>• KidsMatter Action Team create action plan that includes: <ul style="list-style-type: none"> <li>– Regular updates for whole staff on what the KidsMatter action team are planning to implement to keep all staff informed and included.</li> <li>– Informal information night developed, titled 'Morang South Partnerships Social Event' in Term 1. It's an opportunity for parents to meet their child's teacher and ask any questions. Families and the school community are invited to have dinner on the turf followed by activities to allow social interaction within the school community.</li> <li>– School wide participation of Harmony Day (21st of March) to enhance community awareness and acceptance of cultural diversity.</li> <li>– Other approaches considered for staff to liaise with parents and families during the carols picnic dinner to create a more connected atmosphere.</li> <li>– Investigated creation of a calendar with school wide events/ cultural</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• SEL Action Learning Team to lead implementation of SEL curriculum.</li> </ul> | <p>celebrations to generate community awareness and acceptance of cultural diversity.</p> <ul style="list-style-type: none"> <li>• ALT to lead implementation of: <ul style="list-style-type: none"> <li>– 2016 school concert has a Social and Emotional Theme (with guidance from the Bounce Back! Concert script)</li> <li>– Created and provided non-negotiable SEL planners to staff, that are more engaging and explicit. Planners to be consistent across the school.</li> <li>– Ramon Lewis and Restorative Practices philosophies revisited and new staff supported on school SEL policies, through Professional Learning to maintain school wide consistency. Provide staff with restorative conversation cards.</li> <li>– Investigated possibilities of a SEL incursion or performance to further engage students</li> <li>– Investigated the possibilities of purchasing resources to be used in the SEL Program</li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Revisit and make amendments to the Student Engagement and Wellbeing Policy</li> <li>• Increase Student voice roles and responsibilities.</li> <li>• Support students to value and take on leadership responsibilities within the school and community.</li> <li>• Create opportunities for staff to develop high levels of self-efficacy</li> </ul> | <ul style="list-style-type: none"> <li>– All staff have included Social Emotional Learning (SEL) non-negotiable lesson fortnightly in their planners staff will participate in the Restorative Practices PL.</li> <li>• Processes for behaviour management inside and outside is modified in Student Engagement and Wellbeing Policy</li> <li>• Performance and development plans reflect evidence of staff creating opportunities for increased student voice across the school. <ul style="list-style-type: none"> <li>– Student voice investigated and designed Sensory/ Calm down (name TBC) garden which allows students a space where they can have quiet time/ alone time/ sensory experiences whilst out in the yard.</li> </ul> </li> <li>• Students and teachers to work together to build on student motivation, confidence and collaboration. <ul style="list-style-type: none"> <li>– Community leadership opportunities are provided through forums, such as School and House captains, Junior School Council and Student Voice.</li> </ul> </li> <li>• Strategies identified to increase staff self-efficacy.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Support effective communication between staff and parents/carers.</li> <br/> <li>• SEL Action Learning Team to investigate and increase genuine partnerships within the whole community.</li> <br/> <li>• Support Staff wellbeing and increase staff morale.</li> </ul> | <ul style="list-style-type: none"> <li>• Developed and documented explicit and transparent parent protocols to ensure effective communication between parties. <ul style="list-style-type: none"> <li>– Provide Parents with regular and updated information with regards to SEW via the newsletter each term.</li> <li>– Provide teacher email addresses to parents facilitate communication</li> </ul> </li> <br/> <li>• Further develop partnerships by <ul style="list-style-type: none"> <li>– Liaising with community agencies as well as community members to make strategic use of existing resources and capabilities.</li> <li>– Liaising with community partners, such as psychologists, speech therapists and physiotherapists in order to support families.</li> </ul> </li> <br/> <li>• Develop and document explicit and transparent staff protocols, with regards to staff wellbeing. <ul style="list-style-type: none"> <li>– Refine Staff Roles and Responsibilities process.</li> <li>– Utilise the Staff Roles and Responsibilities list to monitor structures of staff, team ensuring distributive and shared leadership and sharing of successes.</li> <li>– Each term, organise staff social events to provide opportunities for</li> </ul> </li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Leaders to facilitate and create a safe and comfortable environment for teachers to develop their practice with others</li> <li>• Implement strategies to improve student attendance data</li> <li>• Revise and refine transition processes.</li> </ul> | <p>staff to socialise in a forum outside of school.</p> <ul style="list-style-type: none"> <li>• Staff Opinion survey results indicate an increase in staff efficacy.</li> <li>• Student attendance action plan documented by the Social and Emotional Learning Action Learning Team. <ul style="list-style-type: none"> <li>– Put into action communal/personal attendance chart to monitor and encourage regular attendance.</li> <li>– Investigate new reporting program that will enable a more visual representation of attendance data</li> </ul> </li> <li>• Revise year 6 to 7 transition program, with support from Transition Network Team. <ul style="list-style-type: none"> <li>– Ensure distribution of ‘Schools in the Whittlesea Network’ promotional booklets to our 5/6 students.</li> </ul> </li> <li>• Revise the kinder-prep transition program, with support from the K-P Transition Network Team</li> </ul> |
| <p><b>Year 2 (2017)</b></p> | <ul style="list-style-type: none"> <li>• KidsMatter accreditation will be achieved</li> </ul>  | <ul style="list-style-type: none"> <li>• KidsMatter action plan implanted: <ul style="list-style-type: none"> <li>– Staff will be updated on KM initiatives.</li> </ul> </li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>- Improve on the informal information night titled 'Morang South Partnerships Social Event' in Term 1, and use the feedback from Surveys, parents, staff and students.</li> <li>- Cultivate a sharing environment in celebration of Harmony Day (21st of March) to continue to enhance community awareness and acceptance of cultural diversity.</li> <li>- Create a calendar with school dates/ cultural celebrations to create community awareness and acceptance of cultural diversity. Each school family will receive a calendar. Investigate viability and costs.</li> <li>- Refine liaising with parents and families during the carols picnic dinner to create a more connected atmosphere.</li> <li>- Continue to provide regular updates for whole staff on what the KidsMatter action team are planning and offer opportunities for staff input and participation.</li> <li>- Organise and conduct regular KidsMatter meetings per term with the Action Team, to ensure continuity.</li> </ul> <ul style="list-style-type: none"> <li>• Implement SEL strategies:</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Strategies to further develop SEL and enhance student engagement and wellbeing at MSPS are implemented.</li> <br/> <li>• Support student leadership and provide opportunities for student voice.</li> </ul> | <ul style="list-style-type: none"> <li>– Review SEL planners and make changes where applicable.</li> <li>– Through regular Professional Learning support current staff and induct new staff with Ramon Lewis and Restorative Practices Philosophies.</li> <li>– Organise a SEL incursion or performance to further engage students</li> <li>– Purchase resources to compliment SEL lessons and make them easily accessible and available to staff.</li> <li>– Implement the amended processes for behaviour management inside and outside in line with the Student Engagement and Wellbeing Policy.</li> <li>– Develop a culture of mutual support and strengthen productive relationships between all stakeholders while strengthening parent and community partnerships</li> <br/> <li>• Planning documents to include opportunities for increased student voice across the school. <ul style="list-style-type: none"> <li>– Student voice to complete, unveil and rename the Sensory/ Calm down garden.</li> <li>– Continue to support students to value and take on leadership</li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Increase parent connectedness to our school.</li> <li>• Support staff wellbeing and increased staff morale.</li> </ul> | <p>responsibilities within the school and community by providing opportunities through forums, such as School and House captains, Junior School Council and Student Voice.</p> <ul style="list-style-type: none"> <li>• Parents will be aware that support is available for their children <ul style="list-style-type: none"> <li>– Continue to evolve the documentation of explicit and transparent parent protocols to ensure effective communication between parties</li> <li>– Sustain partnerships with community agencies as well as community members to make strategic use of existing resources and capabilities.</li> <li>– Continue to liaise with community partners, such as psychologists, speech therapists and physiotherapists in order to support families.</li> </ul> </li> <li>• Staff protocols implemented and Staff Opinion survey results indicate a sustainment in staff efficacy. <ul style="list-style-type: none"> <li>– Each term, continue to organise staff social events to provide</li> </ul> </li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Student attendance action plan created by the Social and Emotional Learning Action Learning Team and implemented by staff.</li> <li>• Intra-school and inter-school transition refined processes implemented.</li> </ul> | <p>opportunities for staff to socialise in a forum outside of school.</p> <ul style="list-style-type: none"> <li>– To continue to evolve the documentation for explicit and transparent staff protocols, with regards to staff SEW</li> <li>– Continue to utilise the Staff Roles and Responsibilities list to monitor structures of staff teams- distributive and shared leadership and sharing of successes.</li> </ul> <ul style="list-style-type: none"> <li>• Review effectiveness of communal/personal attendance chart, make necessary amendments and analyse other avenues</li> <li>• Review the year 6 to 7 transition program, with support from Transition Network Team. Ensure distribution of 'Schools in the Whittlesea Network' promotional booklets to our year 5 students.</li> <li>• Review the kinder-prep transition program, with support from the K-P Transition Network Team.</li> </ul> |
| <p><b>Year 3 (2018)</b></p> | <ul style="list-style-type: none"> <li>• KidsMatter framework to be sustained.</li> </ul>   | <ul style="list-style-type: none"> <li>• KidsMatter action team to evaluate initiatives to date and continue to implement current best practices.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• The Ramon Lewis and Restorative Practices philosophy will be ingrained in the Student Engagement and Well Being policy.</li> </ul> | <ul style="list-style-type: none"> <li>• Refine Student Engagement and Wellbeing policy as needed. <ul style="list-style-type: none"> <li>– SEL planners implemented school wide.</li> <li>– Through regular Professional Learning continue to support current staff and induct new staff with Ramon Lewis and Restorative Practices Philosophies.</li> <li>– Investigate a SEL incursion or performance to further engage students</li> <li>– Continue to build on resources to compliment SEL lessons and make them easily accessible and available to staff.</li> <li>– Continue to implement the amended processes for behaviour management inside and outside in line with the Student Engagement and Wellbeing Policy.</li> <li>– Investigate the costs associated with purchasing a TV in the school foyer, to showcase the school through a slideshow.</li> <li>– Explore into devising a pre-recorded phone waiting message that projects our school values</li> </ul> </li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Sustain collaborative planning documents to include creating student leadership opportunities for increased student voice across the school.</li> <li>• Maintain effective communication between staff, parents and the school community.</li> <li>• Sustain the increased staff efficacy.</li> <li>• Students attendance will show improvement</li> <li>• Intra-school and inter-school transition processes sustained.</li> </ul> | <ul style="list-style-type: none"> <li>• Student Leadership and Student Voice process and policy documented.</li> <li>• Sustain partnerships and review the documentation for explicit and transparent parent protocols to ensure effective communication between parties</li> <li>• Review the documentation for explicit and transparent staff protocols, with regards to staff wellbeing, including distributive leadership and sharing of successes.</li> <li>• Continue to implement and review the effectiveness of initiatives to promote attendance at our school</li> <li>• Sustain and monitor school transition programs, with support from MSPS and WSN Transition Network Team.</li> </ul> |
| <p><b>Year 4 (2019)</b></p> | <ul style="list-style-type: none"> <li>• KidsMatter framework reviewed.</li> </ul>   | <ul style="list-style-type: none"> <li>• KidsMatter action team to evaluate KidsMatter initiative while implementing best practice.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Student engagement and wellbeing policy review.</li> <li>• Students will exhibit and demonstrate Leadership qualities.</li> <li>• Increase parent and community collaboration.</li> <li>• Evaluate staff morale.</li> <li>• Student attendance will have improved</li> <li>• Intra-school and inter-school transition processes maintained and evaluated.</li> </ul> | <ul style="list-style-type: none"> <li>• SEL Action learning team review SEW and SEL policy and processes.</li> <li>• Review and refine student leadership and student voice opportunities.</li> <li>• Parent and community parent expertise and collaboration utilised and celebrated.</li> <li>• Review Staff Opinion survey data and strategies utilised for a continued sustainment in staff efficacy and increase staff morale..</li> <li>• Continue to implement and review the effectiveness of initiatives to promote attendance at our school</li> <li>• Review and monitor school transition programs, with support from MSPS and WSN Transition Network Team. Continue to review the kinder-prep transition program,</li> </ul> |
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|  |  | with support from the K-P Transition Network Team. |
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| <p><b>Productivity</b><br/>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p> | <p><b>Key improvement strategies</b><br/>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p> |
| <p><b>Goals</b><br/>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>  | <p><b>To improve the capacity of staff to collaborate and develop high level consistent evidence-based teaching practices.</b></p>   |
| <p><b>Targets</b><br/>Targets are defined measures of the successful</p>   | <ul style="list-style-type: none"> <li>• Documented Program Budgets including policies</li> <li>• Increase the following budgets to match priorities and demographic changes:</li> </ul>   |

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| <p>achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p> | <ul style="list-style-type: none"> <li>- English</li> <li>- Maths</li> <li>- ICT</li> <li>- Languages</li> <li>- PL</li> <li>- EAL</li> </ul> <ul style="list-style-type: none"> <li>• Documented PL plan</li> <li>• The school maintenance budget is expended in line with school priorities</li> <li>• Explicit and transparent - Non-negotiables</li> <li>• Increase documented Processes</li> <li>• Documented Scope and Sequences for English and Maths</li> <li>• Increase numbers of EAL &amp; Literacy Intervention staff</li> <li>• The average number of days of staff absence decreases from to in 2019</li> </ul> | <ul style="list-style-type: none"> <li>• Provide resources for staff to use the Numeracy online interview and English online</li> <li>• Streamline the attendance data process</li> <li>• Refine communication to parents regarding student absence</li> <li>• Define role of Maths leader</li> <li>• Continue to strengthen the induction of staff, students and parents to the school</li> <li>• Investigate options and design process to provide optimal planning time</li> <li>• Develop a shared understanding of effective planning- agendas and minutes</li> <li>• Audit and supplement resources for, the languages program and the Teaching English as a Second Language (TESOL) programs</li> <li>• Develop an effective program budget process – policy, accountability, audit of current resources</li> <li>• Allocate substantial resources for professional learning in ICT and EAL</li> </ul> |
| <p><b>Theory of action (optional)</b><br/>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>  | <p>For student achievement to improve, distributive leadership, teacher capacity and provision of appropriate resources need to be a major focus.</p>   |   |



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|                             | <p><b>Actions</b><br/> Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>                                | <p><b>Success criteria</b><br/> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>   |
| <p><b>Year 1 (2016)</b></p> | <ul style="list-style-type: none"> <li>• Improve Program Budget process</li> <li>• Implement DET PDP plans and process</li> <li>• Construct and implement PL plan, which includes moderation and focuses on building teacher and leadership capacity.</li> <li>• Review vision and values.</li> </ul> | <ul style="list-style-type: none"> <li>• Documented program budget process and draft Program Budget process documented.</li> <li>• Staff PDP's completed. <ul style="list-style-type: none"> <li>– Feedback from leadership &amp; staff regarding their development and building of their capacity</li> </ul> </li> <li>• Documented PL plan <ul style="list-style-type: none"> <li>– PL reflects staff goals from PDP</li> <li>– Moderation schedule created.</li> </ul> </li> <li>• Development of new vision commenced with community consultation including all stakeholders. <ul style="list-style-type: none"> <li>– Values reviewed with community consultation including all stakeholders</li> </ul> </li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Seek staff input for roles and responsibilities; write draft, define role of new Maths leader.</li> <li>• Expand EAL program.</li> <li>• Refine &amp; Document Teaching and Learning Protocols</li> <li>• Improve Induction <ul style="list-style-type: none"> <li>- Seek staff, student and parent feedback</li> <li>- Conduct Formal and informal meeting with new and returning staff, students and parents</li> <li>- Act on Feedback</li> </ul> </li> <li>• Improve Student Absence <ul style="list-style-type: none"> <li>- Discuss with staff</li> <li>- Brainstorm</li> <li>- Develop policy and protocols</li> <li>- Communicate to parents using website, Facebook group, App &amp; email</li> <li>- Streamline the attendance data process</li> </ul> </li> <li>• Enhance Peer Observations <ul style="list-style-type: none"> <li>- Provide resources - time, staff and timetable</li> </ul> </li> <li>• Better utilise English and Maths online <ul style="list-style-type: none"> <li>- Provide resources - time, staff &amp; timetable</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Documented draft Roles/Responsibilities with an accountability process involved</li> <li>• EAL Teacher appointed &amp; EAL Aide Staff time fraction maintained.</li> <li>• Teaching and Learning protocols documented and in practice across the whole school.</li> <li>• Refined documented induction process, including handbook.</li> <li>• Student Absence data indicates some improvement.</li> <li>• Peer feedback process developed and documented</li> <li>• Documented Data from English online and Maths online</li> </ul> |
| <p><b>Year 2 (2017)</b></p> | <ul style="list-style-type: none"> <li>• Continue Program budget process.</li> </ul>  | <ul style="list-style-type: none"> <li>• Finalised and documented Program Budget process</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Continue to implement DET PDP plans and process</li> <li>• Implement PL plan which includes moderation and focuses on building teacher and leadership capacity</li> <li>• Finalise roles and responsibilities</li> <li>• Complete new Vision</li> <li>• Continue to expand EAL program</li> <li>• Student Absence <ul style="list-style-type: none"> <li>- Discuss with staff Brainstorm</li> <li>- Further develop policy and protocols</li> <li>- Communicate to parents using website, Facebook group, App &amp; email</li> <li>- Continue to streamline the attendance data process</li> </ul> </li> <li>• Continue to enhance Peer Observations</li> <li>• Allocate resources to improve student learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff PDP's completed successfully.</li> <li>• Staff PDP's demonstrate increased capacity and evidence of effective moderation process.</li> <li>• Clearly delineated Roles/Responsibilities with an accountability process involved</li> <li>• Shared Vision (and Values) shared with community</li> <li>• Budgets student needs, particularly in relation to growing EAL numbers.</li> <li>• Improved student absence and documented policy and processes</li> <li>• Peer observation process implemented across the whole school and evident in staff PDP's.</li> <li>• Resource allocation (time, staff and timetable) analysed in regards to student learning.</li> <li>• Italian program introduced to grade 3/4s</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• Expand Languages program to grade 3 &amp; 4</li> </ul>  |  |
| <p><b>Year 3 (2018)</b></p> | <ul style="list-style-type: none"> <li>• Continue program budget process.</li> <li>• Continue to implement DET P &amp; D plans and process</li> <li>• Sustain PL implementation which includes moderation and focuses on building teacher and leadership capacity.</li> <li>• Continue to refine roles and responsibilities as required</li> <li>• EAL program altered according to need</li> <li>• Workshop, refine &amp; Document Teaching and Learning Protocols</li> <li>• Maintain Induction process</li> <li>• Improve student absence data</li> </ul> | <ul style="list-style-type: none"> <li>• Program budgets documented and shared.</li> <li>• P &amp; D plans include moderation</li> <li>• PL &amp; Moderation plans documented and shared.</li> <li>• Staff roles and responsibilities document refined and is responsive to changing needs.</li> <li>• EAL Teacher and EAL Aide Staff time fraction, at least, maintained (increase time fraction if required)</li> <li>• Teaching and Learning Protocols documented and shared.</li> <li>• Induction process documented and shared.</li> <li>• Continue to monitor and alter processes if required</li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Continue Peer Observations</li> <li>• Continue to increase effectiveness of English and Maths online</li> <li>• Continue Languages program to grade 3 &amp; 4</li> <li>• Review position in Strategic plan and take into account new initiatives and relevant research.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Resources allocated (time, staff and timetable) to sustain Peer Observations process.</li> <li>• Resources allocated (time, staff and timetable) to ensure English and Maths online data is utilised to maximise student learning.</li> <li>• Expanded Languages program</li> <li>• Documents demonstrate review of Strategic plan in light of new initiatives and research</li> </ul> |
| <p><b>Year 4 (2019)</b></p> | <ul style="list-style-type: none"> <li>• Evaluate program budget process.</li> <li>• Continue to implement DET PDP plans and process</li> <li>• Sustain PL implementation which includes moderation and focuses on building teacher and leadership capacity.</li> <li>• Continue to refine roles and responsibilities as required</li> </ul> | <ul style="list-style-type: none"> <li>• Program budgets process and documents evaluated by ALT's.</li> <li>• PDP process and documents evaluated by SIT and Leadership team.</li> <li>• PL &amp; Moderation plans reviewed by SIT and feedback sought by staff.</li> <li>• Staff roles and responsibilities document is reviewed and is responsive to changing needs.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• EAL program altered according to need</li> <li>• Workshop, refine &amp; Document Teaching and Learning Protocols</li> <li>• Refine Induction process</li> <li>• Improve student absence data</li> <li>• Review Peer Observations</li> <li>• Continue to increase effectiveness of English and Maths online</li> <li>• Expand Languages program</li> </ul> | <ul style="list-style-type: none"> <li>• EAL Teacher and EAL Aide Staff time fraction, at least, maintained (increased time fraction if required)</li> <li>• Teaching and Learning Protocols document evaluated by staff and SIT.</li> <li>• Induction process and document reviewed.</li> <li>• Processes reviewed, new strategies investigated and processes altered if required.</li> <li>• Resources evaluate allocated (time, staff and timetable) to sustain Peer Observations process.</li> <li>• Resources allocated (time, staff and timetable) to ensure English and Maths online data is utilised to maximise student learning.</li> <li>• Languages program continued to grade 3 &amp; 4.</li> </ul> |
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|  | <ul style="list-style-type: none"><li>• Review position in Strategic plan and take into account new initiatives and relevant research.</li></ul> | <ul style="list-style-type: none"><li>• Documents demonstrate review of Strategic plan in light of new initiatives and research.</li></ul> |
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