School Strategic Plan for Amsleigh Park Primary School
5428
2016-2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Michael Cormick Date 21-3-2016
Endorsement by School Council	Signed……………………………………. Name Gregory Dellas Date 21-3-2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name Allen McAuliffe Date 17-3-2016

School Profile

	Our purpose is to *To provide a safe, supportive and dynamic learning environment through high quality teaching that enables all students to be responsible, independent and resilient learners,* well prepared for an evolving global future
	Our School community has developed the following values as central to the life of our school **Respect**: which at APPS means treating one another and the school environment in a fair and considerate manner We show respect by - - Listening actively to a speaker in all situations without interruption - Maintaining open communication where there may be different views - Keeping an open mind to new ideas - Demonstrating acceptance of different personality types - Demonstrating acceptance of different teaching and learning styles - Acknowledging effort and achievements - Taking care of other people's personal belongings and school property - Receiving and giving constructive and objective feedback in good faith - Using positive body language and not use put downs of any form Taking care of ourselves and others **Integrity**: which at APPS means upholding both our personal and school values honestly and consistently We demonstrate integrity by - - Being honest - Upholding the school's values at all times - Doing the right thing at the right time as often as possible - Be willing to express your opinion objectively and sensitively - Responding and reacting to directions, questions and feedback from your teacher respectfully - Reflecting on your own performance objectively and honestly - Trying your best always - Acknowledging and accepting responsibility for your own actions

Motivation: which at APPS means to be stimulated, engaged and excited about a task and to perform at the best of our ability

We practise motivation by -

- Bringing energy and commitment to a task both individually and in a team
- Being curious and exploring things further
- Working cooperatively
- Being happy and positive and proud of your work
- Being organised and prepared
- Setting achievable goals
- Displaying interest and support in own and others tasks and activities
- Showing preparedness to revisit/reassess goals and targets and challenge ourselves

Inclusion: which at APPS means a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best

We practice inclusion by -

- Acknowledging, celebrating and valuing cultural diversity and difference
- Understanding individual needs and providing reasonable adjustments where necessary
- Celebrating each other's efforts and successes
- Making a commitment to the promotion of fairness, patience and sensitivity
- Treating everyone fairly and providing everyone the best opportunity to succeed
- Demonstrating acceptance of different personalities and life experiences
- Ensuring that our diversity is reflected in all of our activities (productions, school magazine and SRC)
- Ensuring that our school does everything it can to promote a discrimination free environment
- Ensuring that everyone can participate in all aspects of school life

Resilience: which at APPS means demonstrating an understanding of the expectation of being a good student and establishing good practices.

We practice resilience by -

- Being independent, organised and self-motivated
- Showing preparedness to revisit/reassess goals and targets
- Bouncing back after experiencing disappointment
- Showing inner strength and a positive mindset when faced with challenges
- Understanding that mistakes are part of learning and that failure can lead to strength
- Learning new skills and challenging ourselves
- Setting goals and persisting in working towards them

Service Standards	**At Amsleigh Park Primary School we strive to:**
	• Foster close links with parents and the broader school community through its commitment to open and regular communications.
	• Provide a supportive, safe and dynamic learning environment that promotes thinking, creativity and individuality.
	• Develop a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as global citizens.
	• Provide high quality programs that engage our children in their learning and instil the essential skills that will enable them to become lifelong learners.
	• Provide programs that teach skills and values to assist children of all abilities to reach their full potential, supporting and extending them in all forms of academic, social, creative and physical endeavours.
	• Provide a friendly and caring environment that enhances learning, personal growth and wellbeing for all students; creates a stimulating and supportive environment for all teachers; and assists, informs and involves parents.

Environmental Context	Our school, Amsleigh Park Primary School, is located in the quieter suburban streets of Oakleigh East and has a stable population around 365 students. Housing developments and the increase of new families settling in Oakleigh East and surrounding suburbs have contributed to moderate enrolment growth in recent years. The vast majority of our students live in the surrounding suburbs of Oakleigh East, Oakleigh, Huntingdale, Chadstone and Mount Waverley. Interest in our school has remained strong and it is anticipated that we will experience further growth in the next triennium.
	Our current SFO (Student Family Occupation) is 0.37, and our community is predominantly mid-high socio-economic with families coming from a wide mix of social and cultural backgrounds. We have a high proportion of families with a language background other than English and more recent indications are that this is increasing. Our school currently has a small number of students who qualify for funding under the Program for Students with Disabilities.
	As a School we are utilising a broad range of support services inclusive of a network psychologist, speech therapist and a social worker. External psychologist service provided by 'On Psych,' Speech therapy by Kids Connect Therapy and linking with the Options Capacity Building Team have all been important supports in meeting the growing complexity of student needs.
	Our staffing profile includes a good balance of teaching experience, knowledge and skills. The school currently has 36 staff comprising 25 teaching and 11 education support staff. Our professional, committed and highly motivated teaching and support staff are actively involved in a wide variety of whole school activities and events. Our teaching and support staff pride themselves on their dedication which is characterised by high levels of staff participation in and support for school events.
	As a school we recognise the importance of performance and development for staff and look for opportunities to provide professional learning to support our teachers to build their professional capacity. Following the principles of distributed leadership, the school's leadership team works collaboratively to lead school improvement initiatives. This team is well supported by professional learning teams and as a result we have embraced whole school pedagogy to support our curriculum. An ambitious agenda for further improving and enhancing our curriculum and pedagogy has been developed following our school review in 2015.
	Our curriculum is currently based on AusVELS which forms the basis of all planning at the school. Teachers use AusVELS resources to comprehensively plan a broad array of learning programs for students. Our English, Mathematics and Inquiry Learning Programs are prioritised and incorporate a range of learning styles and learning activities. Inquiry based learning focuses on whole school concepts and collaborative learning tasks that incorporate a range of thinking skills and the use of technology. In 2016 we will start implementing the Victorian Curriculum.
	To support out curriculum we offer a Reading Assistance program, reading intervention and English as an Additional Language (EAL) support. We actively seek to personalise learning for and support each child to achieve their best. Our specialist programs include Physical Education, German Language, Performing Arts and Visual Arts and we also provide 'extra-curricular' programs such as Library, Bike Education, Swimming, Aerobics, Chess, Wise Ones, Keyboard, Guitar and Outdoor Education (camping programs) for our students in Grades 2 through to 6.
	Student Wellbeing is an important priority for our school as the complexity of student needs has increased in the past couple of

years. Social-Emotional development and an emphasis on developing the 'whole child' are a fundamental part of our core beliefs, and our school is a TRIBES-Learning Community (TLC) school. Throughout the school year our school runs a number of whole school events including a bush dance, sports night, bedtime stories night, Carols night and an Open Night. Additionally we have an annual school production, which is a great highlight of the school year for students, staff and parents. All children are involved in the performances, which are held over two nights and attended by over 900 members of our school community.

Transition has been a strategic focus during this triennium. We have developed and refined a very comprehensive program we know as 'Smart Start.' Our program is designed to ease anxiety and build confidence. At the start of each year all classes undertake a learning to learn program, which sets clear expectations for students and classes about learning. This program also supports the establishment of a harmonious and orderly classroom environment.

A highlight of our school culture is the strong partnership between parents and staff which is enhanced by a very supportive School Council. Our community has a friendly and welcoming culture with many parents actively supporting learning and participating in school events. A new Parents and Friends Association has been formed in 2015 to further support parental engagement.

Amsleigh Park Primary School facilities consist of several buildings; the main one, an attractive triple story red brick building with a heritage style façade, houses the Administration Offices, Classrooms for Grades 3 to 6, the Library and an Information Technology Laboratory. Adjacent to the main building is a single story building that houses most of the junior school classrooms. In addition the school also currently has two MOD 5 portables on-site. Two separate buildings house a Multipurpose Room [Before & After School Care] and Art Studio facilities. The latest addition through the BER is a Gymnasium, Performing Arts and Learning Space housed in a magnificent new building that was constructed in 2010. A recent commitment of $5.7 Million by the Victorian State Government will enable the school to construct a new P-2 learning wing and also refurbish the school's main building.

Achievement

To maximise student performance across all curriculum areas.

Strategic Targets	Key improvement strategies

NAPLAN

1. Increase the percentage of Grade 3 students achieving **at Level 5&6** for all NAPLAN domains.

Grade 3		TARGETS	
	Average 2013-2015 % at Band 5&6	**2016 Grade 3 % Band 5&6**	**2019 Grade % Band 5&6**
Grammar and Punctuation	57.3	**55.0**	65.0
Numeracy	39.8	**45.0**	55.0
Reading	47.9	**55.0**	65.0
Spelling	55.5	**55.0**	65.0
Writing	60.5	**55.0**	65.0

2. Increase the percentage of Grade 5 students achieving **at Level 7&8** for all NAPLAN domains.

Grade 5		TARGETS	
	Average 2013-2015 % at Band 7&8	**2016 Grade 5 % Band 7&8**	**2019 Grade 5 % Band 7&8**
Grammar and Punctuation	48.6	**45.0**	55.0
Numeracy	29.3	**35.0**	40.0
Reading	31.7	**35.0**	45.0
Spelling	36.8	**40.0**	50.0
Writing	21.3	**25.0**	40.0

1.1 Develop a whole school curriculum for which offers differentiated learning opportunities for all students.

1.2 Create and document whole school agreed teaching practice to maximise student learning outcomes.

1.3 Build teacher capacity to effectively undertake learning observations and reflective practice.

1.4 Build teacher and student confidence in utilising a range of assessment strategies to effectively plan for teaching and learning.

1. Increase the percentage of students achieving High relative growth in all NAPLAN domains.

Relative Growth Target – Baseline Data (2013-2015)				Relative Growth Target 2019 (%)			
	L	M	H	L	M	H	
Grammar & Punctuation	20.5	53.6	25.9	Grammar &	15	55	30
Numeracy	23.7	46.8	29.5	Numeracy	15	50	35
Reading	29.9	48.6	21.4	Reading	15	55	30
Spelling	27.5	47.2	25.3	Spelling	15	50	35
Writing	22.0	55.5	22.5	Writing	15	50	35

Teacher Judgments – Writing

2. Increase the percentage of students **achieving above the expected level in 2019 for writing.**

Grade	2015 A&B (%)	Target 2016 A&B (%)	Target 2019 A&B (%)
Prep	24.4	30	45.0
1	22.2	30	45.0
2	20.4	25	45.0
3	27.1	25	45.0
4	15.6	30	45.0
5	25.0	20	45.0
6	35.4	30	45.0
Average	**24.4**	**27.14**	**45.0**

Increase the percentage of students achieving above the expected level in 2019 (Teacher Judgments):

1. **Mathematics (Measurement and Geometry)**

Grade	2015 - A&B (%)	2019 - A&B (%)
Prep	43.3	40.0
1	15.6	40.0
2	24.5	40.0
3	21.4	40.0
4	18.0	40.0
5	31.3	40.0
6	32.7	40.0
Average	26.7	**40.0**

2. **Mathematics (Number and Algebra)**

Grade	2015 - A&B (%)	2019 - A&B (%)
Prep	47.2	45.0
1	31.1	45.0
2	34.0	45.0
3	33.9	45.0
4	34.0	45.0
5	33.3	45.0
6	42.3	45.0
Average	36.4	**45.0**

3. **Mathematics (Statistics and Probability)**

Grade	2015 - A&B (%)	2019 - A&B (%)
Prep	37.8	40
1	11.1	40
2	24.2	40
3	20.0	40
4	18.0	40
5	27.1	40
6	30.8	40
Average	24.6	**40**

ACHIEVEMENT	ACTIONS	SUCCESS CRITERIA
Year 1 (2016)	• Refine and embed CAFÉ reading and the Daily Five into Literacy Practice and document the APPS Whole school model for teaching reading. (1.1 – 1.2) • Review current practice for teaching writing, develop and document an agreed whole school model for teaching Writing. (1.1 – 1.2) • Introduce learning Observations for English and/or Mathematics. (1.3) • Adopt Essential Assessments for Mathematics. (1.4) • Review Whole School Database and data analysis processes and expectations. (1.4)	• Observed and documented teaching practice for Reading and Writing to demonstrate consistent and effective implementation of agreed whole school models. • APPS agreed teaching practice documented • All teaching staff to undertake a minimum of two (2) rounds of learning observations and reflective practice. • Level teams to utilise Essential Assessments to pre-test students in Mathematics. • Assessment records and other student data/information are kept using a whole school database • Achieve School targets for 2016 • Essential Assessments introduced in Term 2, 2016
Year 2 (2017)	• Research and refine teacher understanding of teaching Phonological Awareness and Spelling. (1.1 – 1.2) • Review current practice and refine agreed whole school teacher practice for Mathematics. (1.1 – 1.2) • Audit whole school assessment to ensure alignment with Victorian Curriculum. (1.4) • Research and introduce Timperley's model of professional inquiry. (1.3)	• Observed and documented teaching practice for Mathematics to demonstrate teacher capacity to consistently and effectively implement agreed whole school models. • Whole school writing program fully implemented by the end of 2017 • Classroom practice to reflect increased teacher understanding of phonological awareness and effective teaching strategies for spelling. • All whole school assessments are aligned with Victorian Curriculum and agreed teaching practice and entered on database. • Introduce Timperley's model of professional Inquiry as part of reflective practice and learning observations. • Achieve school targets for 2017
Year 3 (2018)	• Consolidate whole school agreed teaching practice for Phonological Awareness and Spelling. (1.1 – 1.2) • Review and further refine agreed whole school teacher practice for Mathematics and implement consistently across the whole school. (1.1 – 1.2) • Review teaching of Oral Language and build teacher capacity to support, extend and assess students. (1.1 – 1.2)	• Review and evaluate effective whole school implementation of agreed teacher practice. • Whole school teaching practice for Mathematics fully implemented in all classrooms by end of 2018. • Observed and documented practice to demonstrate increased teacher capacity for teaching Oral language.

	• Review and ensure all assessment is aligned to Victorian Curriculum. (1.4)	• Whole school practices for teaching phonological awareness and spelling and implemented by 2018. • Assessment schedule effectively aligned to curriculum and consistently implemented at all levels.
Year 4 (2019)	**School Review Year** • Review and evaluate effective whole school implementation of agreed teacher practice for CAFÉ reading / Writing / Phonological awareness and Spelling. (1.1 – 1.2) • Review and evaluate effective whole school implementation of agreed teacher practice for Mathematics (1.1 – 1.2) • Review and evaluate effective whole school implementation of agreed teacher practice in the use of Learning Observations and Timperley's model of professional inquiry. (1.3) • Review and evaluate use of the whole school assessment database. (1.4)	**School Review Year** • Observed and documented teaching practice to demonstrate teacher capacity to consistently and effectively implement agreed whole school models for teaching reading, writing, Mathematics, oral language, phonological awareness and spelling. • School based targets to indicate improved students outcomes for English and Mathematics. • Achievement of targets for 2019. • School review to indicate sustained and effective strategic planning and implementation of whole school improvement goals.

Engagement

Increase the active engagement of each student in their learning.

Targets	Key improvement strategies

Attitudes to School Survey

1. Increase mean factor scores to the following targets.

Teaching & Learning Factors	Factor Mean Score			
	Y5&6 School 2015	Y5&6 State 2015	Target 2016	Target 2019
Learning Confidence	4.00	4.15	4.15	4.25
School Connectedness	4.14	4.39	4.30	4.45
Stimulating Learning	3.92	4.14	4.05	4.25
Student Motivation	4.40	4.56	4.55	4.65
Teacher Effectiveness	4.26	4.41	4.35	4.55
Teacher Empathy	4.18	4.43	4.30	4.50

Parent Opinion Survey

1. Increase mean scores for school improvement, approachability, parent input, learning focus and general satisfaction.

School Climate	School 2015	State 2015	Target 2016	Target 2019
School Improvement	5.47	5.64	5.55	5.70
Stimulating Learning	5.89	5.75	5.90	5.95
Learning Focus	5.60	5.72	5.65	5.80
General Satisfaction	5.95	5.86	5.95	6.00
Student Engagement				
Student Motivation	5.73	5.59	5.75	5.85
School Connectedness	5.79	5.76	5.80	5.85

Key improvement strategies

2.1 Use an Inquiry learning approach to create opportunities to promote student voice and actively involve students in their learning.

2.2 Develop and activate high expectations and aspirations for students, staff and families.

2.3 Build teacher capacity to effectively use Information and Communications Technology and eLearning to support student learning.

2.4 Implement effective transition strategies to support students at all year levels.

2.5 Build teacher capacity to implement flexible learning approaches that increase student engagement

Building Learning Power Survey Student perceptions of learning power will increase each year of the strategic plan based on benchmark data established in 2016.	
Theory of action (optional)	
Student engagement is critical to support improved student learning outcomes. Empowering students through opportunities for input and voice allows active engagement and greater ownership of learning goals and achievement outcomes.	

ENGAGEMENT	ACTIONS	SUCCESS CRITERIA
Year 1 (2016)	• Audit two year Inquiry Learning concepts and topics against Victorian Curriculum and ensure comprehensive coverage of expected curriculum with emphasis on meeting Science outcomes. (2.1 – 2.2) • Review APPS Inquiry teaching practice and provide ongoing professional learning that develops teacher capacity to enhance learning. (2.1-2.2) • Align assessment practices to APPS Inquiry Learning model. (2.1 – 2.2) • Investigate increased opportunities for parental engagement in Inquiry based learning programs. (2.1 – 2.2) • Develop action plan to achieve eSmart accreditation. (2.3) • Investigate flexible learning practices and assess their value in increasing student engagement through inquiry based learning (2.5)	• Completion of curriculum audit for Inquiry Learning. • Plan and implement professional learning to further develop teacher capacity to use inquiry based learning. • Observed and documented teaching practice for Inquiry Learning to demonstrate consistent and effective implementation of agreed whole school teaching model. • Parental input variables in POS to show improved engagement for APPS parents. • Achievement of eSmart accreditation • Attitudes to school survey variables to indicate improved levels of student engagement in 2016.
Year 2 (2017)	• Develop inquiry based pedagogy that increases student voice and choice across APPS inquiry learning programs. (2.1-2.2) • Develop teacher capacity that aligns agreed teaching practice for Inquiry learning to new learning spaces. (2.1-2.2) • Develop and Document a two year planner for Information and Communications Technology aligned to Victorian Curriculum. (2.3) • Enhance teacher capacity to effectively use ICT to personalise learning. (2.3)	• Observed and documented practice to show increased opportunities for student voice and choice within APPS Inquiry Learning programs. • Identify and document a range of agreed teaching practices that support a flexible learning environment. • Observed and documented teaching practice to demonstrate effective use of flexible teaching spaces that increase student engagement. • Observed and documented practice for Information and Communications Technology to showing increasing staff confidence and capacity to use ICT to personalise and support student learning. • Teaching to follow the agreed APPS ICT scope and sequence. • Attitudes to school survey variables to indicate improved levels of student engagement in 2017.
Year 3 (2018)	• Staff to undertake learning observations to support the development of teacher capacity in implementing inquiry based learning sessions. (2.1-2.2) • Enhance teacher capacity to effectively use ICT to personalise learning based on the SAMR (Substitution – Augmentation – modification- redesign) model. (2.3) • Ensure that transition processes are consistent for all levels and provide high levels of student support (2.4)	• Use of learning observations demonstrates increasing teacher capacity to use reflective practice to enhance teaching. • Observed and documented practice for Information and Communications Technology to showing increasing staff confidence and capacity to use ICT based on the SAMR model. • Transition variables in POS to indicate parental perception of transition processes.

		• Attitudes to school survey variables to indicate improved levels of student engagement in 2018.
Year 4 (2019)	<u>**School Review Year**</u> • Review whole school practices for inquiry learning, ICT, Student voice/choice and community participation. • Review and evaluate transition processes for all levels.	<u>**School Review Year**</u> • Observed and documented teaching practice to demonstrate teacher capacity to consistently and effectively implement agreed whole school models when teaching inquiry learning, using Information and Communications Technology resources. • School based targets to indicate improvement in student attitudes survey and parent opinion survey variables related student engagement. • Achievement of targets for 2019. • School review to indicate sustained and effective strategic planning and implementation of whole school improvement goals.

Wellbeing

To enhance the wellbeing of all students in the school.

Targets	Key improvement strategies

Attitudes to School Survey

1. Increase mean factor scores to the following targets.

	Factor Mean Score			
Student Relationships	**Y5&6 School 2015**	**Y5&6 State 2015**	**Target 2016**	**Target 2019**
Classroom Behaviour	3.63	3.31	3.65	3.80
Connectedness to Peers	4.19	4.29	4.25	4.35
Student Safety	4.04	4.29	4.15	4.35
Wellbeing				
Student Distress	5.48	5.89	5.60	5.90
Student Morale	5.34	5.70	5.45	5.75

Parent Opinion Survey

2. Increase mean scores for classroom behaviour, student safety, connectedness to peers and social skills.

Student Behaviour	**School 2015**	**State 2015**	**Target 2016**	**Target 2019**
Student Safety	5.46	5.50	5.50	5.55
Classroom Behaviour	4.24	4.27	4.27	4.35
Student Engagement				
Connectedness to Peers	5.77	5.85	5.85	5.90
Social Skills	5.64	5.74	5.74	5.80

Key improvement strategies

3.1 Build the capacity of students to be resilient learners who demonstrate socially responsible behaviour and are respectful in all their relationships.

3.2 Employ an agreed whole school approach to student wellbeing to ensure an inclusive and supportive learning community / environment.

3.3 Develop an agreed student behaviour management plan that is consistently implemented by all staff across the school.

Theory of action (optional)

Supporting improved wellbeing outcomes for students creates a healthy learning environment, connectedness for students to their school and community and supports their learning

WELLBEING	ACTIONS	SUCCESS CRITERIA
Year 1 (2016)	• Research and present staff professional learning related to the 'Kids Matter' Framework for component 2 & 3. (3.1) • Develop strategies that build community engagement with the Kids Matter Framework and APPS student wellbeing processes. (3.1 - 3.2 – 3.3) • Review APPS whole school behaviour management, investigate restorative practice and SWPBS models and assess their potential for inclusion in the APPS social emotional learning programs. (3.1 - 3.2 – 3.3) • Investigate and analyse student safety and develop an action plan to improve safety for all students. (3.1 - 3.2 – 3.3) • Document Whole School Wellbeing practices (3.1 - 3.2 – 3.3)	• Achieve requirements of component 2 & 3 for Kids Matter accreditation. • Document agreed APPS social-emotional development learning practice and undertake professional learning that builds teacher capacity to implement in all classrooms. • Improve student safety and measured through the Attitudes to School Survey • Attitudes to School survey and Parent Opinion Survey variables for wellbeing show increased improvement.
Year 2 (2017)	• Research and present staff professional learning related to the 'Kids Matter' Framework for component 4. (3.1) • Review all components required for 'Kids Matter' Accreditation. (3.1 – 3.2) • Investigate the use of 'whole school 'Care Groups' and ESG (Education Support Groups) for individual students and implement trial.	• Achieve requirements of component 4 for Kids Matter accreditation. • Observed and documented social-emotional development learning follows agreed APPS practice in all classrooms by the end of 2018. • Attitudes to School survey and Parent Opinion Survey variables for wellbeing show increased improvement. • Document all APPS student support structures, strategies and programs and include in the Student Engagement policy.
Year 3 (2018)	• Review and bring together all required information and compile for final Kids Matter accreditation. (3.1) • Implement a 'Care Group' program and/or Education Support Groups and for students who require individualised support. (3.2) • Research and adopt a database to monitor student wellbeing and behavioural patterns. (3.1 – 3.3)	• Achieve Kids Matter accreditation. • Use of support programs to demonstrate improved wellbeing for students. • Whole School database used to monitor and identify patterns of student behaviour. • Attitudes to School survey and Parent Opinion Survey variables for wellbeing show increased improvement
Year 4 (2019)	**School Review Year** • Review the school's implementation of the Kids Matter framework and further develop school practice to support. (3.1) • Review overall Student Wellbeing program and Student management processes. (3.2 – 3.3)	**School Review Year** • Documented APPS Student Wellbeing strategies consistently used across the whole school • Attitudes to School survey and Parent Opinion Survey variables for wellbeing show increased improvement and achievement of school targets.

Productivity

Strategically allocate resources to best support the Strategic Plan.

Targets	Key improvement strategies

School Staff Survey (Based on 2015 Benchmarks)
Maintain all components at or above

Benchmarks	2015
Overall Score	79.54
Collective Efficacy	81.83
Collective Responsibility	87.18
Academic Emphasis	74.83
Teacher Collaboration	75.27
Collective Focus on student learning	84.77
Guaranteed and Viable Curriculum	76.05

Parent Opinion Survey (2015 Benchmarks)
Exceed State Mean Benchmarks in school improvement and general satisfaction.

School Climate	School 2015	State 2015
School Improvement	5.47	5.64
General Satisfaction	5.95	5.86

By 2019
1. Student achievement data enhanced as a result of effective resource allocation.
2. Allocated school resources have supported have contributed to the development of physical learning spaces developed through capital works.
3. Allocated school resources have supported the ongoing development of Information and Communications technology

Key improvement strategies

4.1 Allocate resources to meet school goals, targets and priorities based on the guiding principles that include: improvement value, potential to add value, relative value, and evidence based decision making.
4.2 Strategically monitor and evaluate the effectiveness of resource allocation to priority areas in the context of DET policy reform.
4.3 Allocate resources that supports the school's capital works program

Theory of action (optional)

The efficient management of school resources is critical to providing high quality outcomes for all students.

PRODUCTIVITY	ACTIONS	SUCCESS CRITERIA
Year 1 (2016)	• Review the following ongoing financial commitments; Commonwealth Key Register, Ecomist, testing and tagging, Assets register management and Casual Relief teaching. (4.1) • Review the school's workforce plan for 2017 and beyond ensuring a balanced and high quality workforce within limits of Student Resource Package. (4.2) • Refine the schools 'Distributed Leadership' model. (4.1) • Establish Professional Learning Teams and teacher-leadership roles to support Strategic Improvement. (4.1) • Consolidate increasing opportunities for team-based collegiate planning of student learning. (4.1) • Renew licenses for all external users of APPS facilities.	• The school's annual budget for 2016 provides adequate funding support for strategic priorities • Guiding principles are applied to review areas including: Commonwealth Key Register, Ecomist, testing and tagging, Assets register management and Casual Relief teaching. • Student Resource Package is used effectively in 2016 to support strategic improvement goals and school programs. • Use of Professional learning Teams and collegiate (Team) based planning and effective teacher-leadership supports achievement of strategic goals.
Year 2 (2017)	• Review and refine use of Human Resources (teaching and support staff) to further support strategic goals and school programs. (4.1) • Review the following ongoing financial commitments; photocopying, computer leasing, lawn mowing, refuse and waste disposal and back to school stationary supplies. (4.1) • Review the school's workforce plan for 2018 and beyond ensuring a balanced and high quality workforce within limits of Student Resource Package. (4.2) • Develop long term Information and Communications Technology procurement plan. (4.1) • Ensure alignment of available resources to support the capital works project. (4.3 & 4.1)	• The school's annual budget for 2017 provides adequate funding support for strategic priorities and school programs. • Guiding principles are applied to review areas including: photocopying, computer leasing, lawn mowing, refuse and waste disposal and back to school stationary supplies. • Student Resource Package is used effectively in 2017 to support strategic improvement goals and school programs. • The school's ICT resources are successfully managed to ensure students have access to up-to-date and properly functioning resources as demonstrated by increased student and staff usage.
Year 3 (2018)	• Review all ongoing school licenses with external providers and adjust commissions and charges as required. (4.1) • Review the school's workforce plan for 2019 and beyond ensuring a balanced and high quality workforce within limits of Student Resource Package. (4.2) • Ensure alignment of available resources with Capital Works project that enhances the final outcome, especially in relation to temperature control and student/staff comfort in classroom spaces. (4.3 & 4.1)	• The school's annual budget for 2018 provides adequate funding support for strategic priorities • Guiding principles are applied to all school licenses to ensure the school is not incurring any out of pocket expenses. • Student Resource Package is used effectively in 2018 to support strategic improvement goals and school programs.

		School contribution to capital works program provided to enhance the final outcomes, especially in temperature control and student/staff comfort in classroom spaces.
Year 4 (2019)	<u>**School Review Year**</u> • Review how effectively financial and other school resources support Strategic Improvement Goals and school programs across 2016-2019.	<u>**School Review Year**</u> • Final outcomes for school productivity to demonstrate effective and strategic use of all school resources to support achievement of strategic goals and school programs 2016-2019.