School Strategic Plan for St Kilda Park Primary School 2460 2016 - 2019

Endorsements

Endorsement by School Principal	Signed…………………………………………. Name: Jennifer McCrabb Date…………………………………………
Endorsement by School Council	Signed…………………………………………. Name: Mette Aiken-Pedersen Date………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed…………………………………………. Name: Cheryl Chapple Date…………………………………………

School Profile and Environmental Context

St Kilda Park Primary School, founded in 1882, is a beautiful inner suburban bay-side school nestled in the southern tip of Albert Park electorate with a population of 336 children in 2015. We have a Student Family Index of 0.1871 which is way below state Median of 0.5186. This means we receive minimal equity funding. Our enrolment projections indicate we will continue to climb in numbers over the next three years.

St Kilda is a diverse neighbourhood. It has the highest population density of any Victorian Municipality; extensive parkland with highly developed sporting facilities and active sports clubs; a busy commercial/retail/entertainment strip; and a number of welfare agencies. The proximity to Albert Park has enabled the school to encourage high levels of participation in sport/physical activity both within and outside school hours. The school community has a commitment to The Arts, including a choir and voice ensemble groups, and has developed a Content and Language Integrated Learning (CLIL) program to immerse Italian into the school's curriculum. Our Year Three and Four students are involved in an extensive Kitchen Garden Program. Our Library services the whole school by linking into the curriculum and encouraging students to borrow on a regular basis. Literacy and Numeracy are focuses along with the development of knowledge and skills through an Inquiry Learning approach. Creating a Positive School Environment (CAPSE) and the philosophy program are integrated into the inquiry approach. Private music tuition is available as well as private tuition in tennis, chess and electronics. Parents run a free orchestra programme.

The current enrolment is 336 students from 252 families. The school is zoned. Our student population comprises 169 girls and 167 boys. Our Foundation students are drawn from approximately 15 pre-schools. Our classes are organised to link with the Australian Victorian Essential Learning Standards (AusVELS):
- Level 1 - Foundation
- Level 2 - Year 1 and Year 2
- Level 3 - Year 3 and Year 4 and
- Level 4 - Year 5 and Year 6

By the end of 2016 our school will be implementing the Victorian Curriculum F-10. This is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

All staff members operate with a strong emphasis on collaborative planning to maximise consistency. The school's staffing profile consists of 14 classroom teaching positions and five specialist teaching positions. We have two additional teachers who support our Literacy and Numeracy Programs with intervention and extension and Reading Recovery. There are also two Principal Class Officers, (an Assistant Principal and Principal). There is a Business Manager and an Office Manager. There are three part-time Integration Aides.

St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community.

We aim to create a secure, stimulating and happy environment which:
- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: Respect, Creativity, Enthusiasm and Resilience. Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved

to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community underpin everything and enable us to build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum incorporates the various teaching models of AusVELS ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

Purpose	St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture.
	This culture connects children to their world and equips them with the necessary skills, knowledge, attitudes, behaviours and values to become active members of the community.
Ethos	The school encourages a sense of community that respects the contribution of, and rights of, all its members.
	The school provides a secure, stimulating and nurturing environment in which children are encouraged to take responsibility for their own behaviour and to respect the rights and needs of others. Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform.
	Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by inviting them to assist with the implementation of the daily curriculum and the long term strategic planning of the school.
Values	Four core values guide community life, teaching and learning at St Kilda Park Primary School.
	These values of respect, creativity, enthusiasm and resilience are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.
	Respect Creativity Enthusiasm Resilience

Service Standards	**General**
	• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
	• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
	• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
	• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
	• All students will receive instruction that is adapted to their individual needs.
	• The school encourages students to take responsibility for their own behaviour and to respect the rights and needs of others.
	• The school supports students to consistently strive for improvement and celebrates all worthwhile pursuits and achievements.
	• The school promotes a sense of belonging and wellbeing in all students.
	• The school fosters a strong sense of community and mutual respect between all members of our community.
	• All Members of the St Kilda Park Primary School community have a right to fully participate in an environment free of discrimination. This includes any harassment, bullying, vilification, violence, intimidation, abuse or exclusion based on race, gender, ability, class or sexual preference. All members of the school community should be treated with respect and dignity and feel valued, safe and supported in an environment that encourages freedom of thought and expression.
	Specific
	• Students, parents/carers and teachers adhere to our school policies as part of the three-year review cycle.
	• All staff refer to the Staff Manual to ensure consistent practices are implemented and evident across the school.

Achievement

Achievement refers to both the absolute levels of learning attainment, and to growth in student learning that schools strive to support.

• While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

		Key improvement strategies
Goals	To improve student learning outcomes in Mathematics (Number) and English (Writing) with specific reference to students achieving at and above the expected level.	Improve learning outcomes in Mathematics (Number) and English (Writing) with the following suggested Key Improvement Strategies (KIS):
Targets	By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in years Foundation to Year 2: • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.5% to 10% of students achieving 12 months above expected level. By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in Year 3 to Year 6: • Will improve from Sem 1, 2015 result of 27% to 40% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Foundation to Year 2: • Will improve from Sem 1, 2015 result of 16.7% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.6% to 10% of students achieving 12 months above expected level.	• Building teacher and student capacity to effectively use assessment data to inform differentiated instruction. • Building teacher knowledge to gain a deeper understanding of curriculum continuums and how teams of teachers can look at Maths (Number) and English (Writing) data sets to inform planning to ensure students are taught at 'point of need'. • Building teacher capacity to improve instructional practice through the implementation of the school's pedagogical framework.

	By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Year 3 to Year 6: • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. NAPLAN Relative Growth – Year 3 to Year 5 for Numeracy (Number) and Writing show positive trending from low to medium and from medium to high for the life of the Strategic Plan. The Staff Opinion Survey 'School Climate': Collective focus on student learning will improve from 80% in 2015 to above 90% by 2018. The Staff Opinion Survey 'School Climate': Academic emphasis on student learning will improve from 80.5% in 2015 to above 85% by 2018. The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile into the third quartile by 2018. The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 into the third quartile by 2018.	
Theory of action	Dialogue in staff meetings and other professional gatherings that consistently returns to the question, "Is this the best policy /method /decision to advance student learning in Maths (Number) and English (Writing)?" Leaders and facilitators of meetings will ensure that all agenda items and discussions come back to the consideration of how they affect student learning.	

	Actions	Success criteria
Year 1	Acknowledge staff achievements. The acknowledgement of positive results contributes to a 'can do culture' and a focus on continuing improvement.	Teacher efficacy will show an improvement where teachers are willing to take risks in their profession through trialling new initiatives while executing the Instructional Practice Manual.
	Build teacher knowledge to gain a deeper understanding of implementing the new Victorian Curriculum F-10 that incorporates the Australian Curriculum and reflects Victorian standards and priorities.	By the end of 2016 our school will be implementing the Victorian Curriculum F-10.
	- Build teacher knowledge to gain a deeper understanding of curriculum continuums with an emphasis on Maths (Number) and English (Writing).	There will be whole staff consistency around planning the curriculum in a respectful and cohesive manner. Four teachers will be part of the Mathematics Association of Victoria's 'Future Ready Program' to audit current practices and set a clear direction to improve Maths teaching across the whole school. All teachers, new and existing will implement VCOP Writing throughout the school under the guidance of the English Curriculum Leader. Professional Development meetings on Tuesdays organised by Leadership and Curriculum Leaders. Staff meetings will take place every second Wednesday – 60 minutes (no existing scheduled 30 minute 'Hot Topics' will take place in these meetings)
	Focus and plan staff professional learning opportunities so they support improved outcomes for all students. Ensuring targeted professional development is delivered with an understanding of what matters most in terms of	Professional Development will include the following components: a needs assessment, planning for differentiated implementation and on-going monitoring and evaluation. Teachers will use the Evidence Based Professional Learning Cycle to identify their professional learning needs.

	student learning is likely to contribute to outcome improvement.	Professional Development will include the following components: a needs assessment, planning for differentiated implementation and on-going monitoring and evaluation. Teachers will use the Evidence Based Professional Learning Cycle to identify their professional learning needs. Professional Learning will be evident in their Performance and Development Goals pertaining to whole and individual needs.
	Hold a Team Level meeting every other Wednesday. Formalise an agenda that has the objective outlined by leadership and curriculum leaders (that has meeting norms and protocols). In first Term, 2016 Team Level meetings will be given a specific focus to develop team protocols to be implemented through the rest of the year.	The staff would be willing to share critical reflections and participate in focused professional dialogue about learning and teaching that will have a direct impact on their capacity to designing and implementing improvements in teaching.
	Leadership team attend Team Level meetings to support and drive improvement. Principal, Assistant Principal and Leading Teachers may attend level 1/2 meeting one week, then attend 5/6 the next week etc…	We all are well prepared for Team meetings and have a teaching and learning approach that is focused on student achievement through the use of data and research. Team leaders and Teachers are receptive to Leadership collaborating with them.
	Build on leadership and cultural behaviours that are known to reduce stress and increase morale in our school by having leading staff model and lead collaboration. Peer coaching, observations, mentoring, team teaching, Professional Learning Communities and networking are all approaches that will be used to strengthen staff relationships and collaboration by bringing individuals together around issues of mutual interest and/or concern.	We all have a targeted and well-designed professional learning approach to promote relationship building and trust between colleagues.

		Encourage mentoring to build individual efficacy, which contributes to collective staff efficacy. The teacher mentor supports the beginning or less experienced colleague to become an active agent in analysing and improving her/his own practice.	We will have set up mentoring relationships for all beginning teachers. We will ensure mentors are adequately trained so a teacher mentor is a knowledgeable, experienced, highly proficient teacher who works with and alongside a beginning teacher or less experienced colleague.
		Continue to allocate time for the Maths Leading Teacher to provide expertise and support to teachers through a 50 minute weekly meeting, peer observations and feedback.	Team Leaders will have a targeted and well-designed planning framework to take back to their Team Level meetings and be able to lead effective meetings that come from a data and research background.
		Continue to focus on Maths (Number) and English (Writing) throughout the whole school community.	This will be evident by but not restricted to: • Continuation of numeracy in first block of the day to ensure 300 minutes is taught over the week. • Family Maths and English nights to showcase student learning and activities families can do at home. • Celebration of students' writing through publication- writers' wall, newsletters and Konnective • Writing group for support and extension at lunchtimes or afterschool • More opportunities to share writing with families such as assemblies and open afternoons etc… • Writing competitions for students • School wide approach/programs that promote consistency in the teaching and learning across the whole school.

Year 2	- Continue to acknowledge staff achievements. The acknowledgement of positive results contributes to a 'can do culture' and a focus on continuing improvement.	Explore and discuss data strategies with staff as an opportunity to provide direction for improving student outcomes. There will be an Inquiry approach to explore student data. Through timetabled meetings, the whole school, class or year level will focus on an identified area; will devise a strategy to collect data to clarify the particular source of the issue; will analyse the data; will take actions based upon what is learned, and collect data to see if the action has had an impact.
	Continue to build teacher knowledge to gain a deeper understanding of implementing the new Victorian Curriculum F-10 that incorporates the Australian Curriculum and reflects Victorian standards and priorities.	Our school will be implementing the Victorian Curriculum F-10 inline with our Strategic Plan goals and the Victorian standards and priorities.
	Continue to build teacher knowledge to gain a deeper understanding of curriculum continuums with an emphasis on Maths (Number) and English (Writing). -	There will be whole staff consistency around planning the curriculum in a respectful and cohesive manner. The Mathematics Association of Victoria's 'Future Ready Program' will have set a clear direction to improve Maths teaching across the whole school. All teachers, new and existing will implement VCOP Writing throughout the school under the guidance of the English Curriculum Leader. Professional Development meetings on Tuesdays organised by Leadership and Curriculum Leaders. Staff meetings will take place every second Wednesday – 45 minute (no Hot Topics will take place in these meetings)
	Continue to plan and focus staff professional learning opportunities so they support improved outcomes for all students. Ensuring targeted professional development is delivered with an understanding of what matters most in terms of	Professional Development will include the following components: a needs assessment, planning for differentiated implementation and on-going monitoring and evaluation. Teachers will use the Evidence Based Professional Learning

	student learning is likely to contribute to outcome improvement.	Cycle to identify their professional learning needs.
	Investigate student data and Dufour questions (Richard Dufour, a recognized national expert in Professional Learning Communities) to be used in these team level meetings. Professional Learning Community or PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. 1. What do we want each student to learn? 2. How will we know when each student has learned it? 3. How will we respond when a student experiences difficulty in learning? 4. How will we respond when a student already knows it?	Establish effective Professional Learning Communities: • Has a shared vision and clarity of purpose • Focuses on learning for all • Works collaboratively • Acknowledges collective responsibility and commitment • Is supported by appropriate structural conditions and human resources • Has an action orientation • Reflects on and evaluates learning.
	Leadership team will continue to attend Team Level meetings to support and drive improvement. Principal, Assistant Principal and Leading Teachers may attend level 1/2 meeting one week, then attend 5/6 the next week etc…	We all are well prepared for Team meetings and have a teaching and learning approach that is focused on student achievement through the use of data and research. Team leaders and Teachers are receptive to Leadership collaborating with them.
	Continue to build on leadership and cultural behaviours that are known to reduce stress and increase morale in our school by having leading staff model and lead collaboration. Peer coaching, observations, mentoring, team teaching, Professional Learning Communities and networking are all approaches that will be used to strengthen staff relationships and	We all have a targeted and well-designed professional learning approach to promote relationship building and trust between colleagues

	collaboration by bringing individuals together around issues of mutual interest and/or concern.	
	Continue to encourage mentoring to build individual efficacy, which contributes to collective staff efficacy. The teacher mentor supports the beginning or less experienced colleague to become an active agent in analysing and improving her/his own practice.	We will have set up mentoring relationships for all beginning teachers. We will ensure mentors are adequately trained so a teacher mentor is a knowledgeable, experienced, highly proficient teacher who works with and alongside a beginning teacher or less experienced colleague.
	Continue to allocate time for the Maths Leading Teacher to provide expertise and support to teachers through a 50 minute weekly meeting, peer observations and feedback.	Team Leaders will have a targeted and well-designed planning framework to take back to their Team Level meetings and be able to lead effective meetings that come from a data and research background.
	Continue to focus on Maths (Number) and English (Writing) throughout the whole school community.	This will be evident by but not restricted to: • Continuation of numeracy in first block of the day to ensure 300 minutes is taught over the week. • Family Maths and English nights to showcase student learning and activities families can do at home. • Celebration of students' writing through publication- writers' wall, newsletters and Konnective • Writing group for support and extension at lunchtimes or afterschool • More opportunities to share writing with families such as assemblies and open afternoons etc… • Writing competitions for students • School wide approach/programs that promote consistency in the teaching and learning across the whole school.

Year 3	- Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.
Year 4	- Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.

Key improvement strategies

Goals	Increase student ownership of personalised learning and development of personal goals.	Increase student ownership of personalised learning and development of personal goals with the following suggested key improvement strategies: • Building teacher capacity to develop and implement personalised learning programs. • Building teacher capacity to provide challenge to extend students at all levels. • Building intrinsic motivation in students to take ownership of their own learning outcomes.
Targets	- All students write agreed personalised learning goals considering academic achievement, effort and socialisation. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 90% by 2018. - The Year 5/6 Attitudes to School Survey results for 'Teaching and Learning' to move from the first quartile in 2015 into the third quartile by 2018. - The Parent Opinion School Survey results for 'School Climate' of 'Stimulating Learning' and 'Learning Focus' to move from the second quartile in 2015 into the third quartile by 2018. - The Parent Opinion School Survey results for 'Student Engagement' of 'Student Motivation' to move from the third quartile in 2015 into the fourth quartile by 2018. - The Parent Opinion School Survey results for 'School Climate' of 'Reporting' to move from the first quartile in 2015 into the second quartile by 2018.	
Theory of action	We believe in the unlimited potential of each student.	

	Actions	Success criteria
Year 1	Establish an agreed school-wide definition/understanding of student success by asking: 1. What constitutes student success? (How should student success be defined or described?) 2. How do we promote student success? (What specific types of educational processes contribute to or increase the likelihood of student success?) 3. How can student success be measured or assessed? (What constitutes 'evidence' that student success has been realised and that certain experiences during school are responsible for its realisation?)	There is an expanded definition of success that can help staff build and maintain collective efficacy that can be conveyed to the wider school community. That success is defined in terms of a whole school agreement and more broadly than an academic attainment focus.
	Build strong staff networks to support and nurture confidence in the capacity of the team to impact students' learning and achieve school goals.	Professional Learning Communities will be utilised to provide opportunities for staff to collaboratively share their skills and experience. Schools will also be encouraged to network to broaden opportunities for collaboration beyond their own school. School networks will include team planning and team teaching. Across schools collaboration will be strengthened through membership in professional organisations, participation in regional and state initiatives, participation in professional learning programs and attending and presenting at conferences.
	Use a Cycle of Inquiry approach to identify student learning needs and gaps in teacher knowledge.	Staff will reflect on what they currently do and where they can go next.
	Recognise and reinforce the relationship between student motivation and achievement by reinforcing effort and providing recognition of the factors that are at play in the process of motivating students.	There will be a school-wide understanding and agreement around motivational research for children and adolescents and how it is central to high quality teaching practice. A study group or

		professional learning team activity focusing on this area could be considered. Active participation in sites such as www.edutopia.org provides a starting point.
	Establish an 'Academic Showcase' around the school and on the school internet site using a multimedia approach.	Students' academic success will be acknowledged by an environment in which students are respected for their academic accomplishments.
	Provide opportunities for students to participate in academic challenges offered outside the school.	For example: Year 4 to 6 students will have the opportunity to participate in the maths MAV 'Talent Quest' Six available entries in each of the Year 4/5/6 levels.
	Discuss school-wide, "What does 'high academic expectations' mean and look like?" Provide examples for both staff and students of the difference between low and high academic expectations.	Our school will have a wide framework in place so teachers have a functional, well-managed setting where students know what to do and how to interact. High academic expectations will be set to encourage students to achieve.

	Continue to implement Individual Learning Plans (ILP) to cater for student diversity by involving one or a combination of approaches in relation to curriculum, instruction and the environment – for example: Personalised learning using instruction.
	    Approaches may include:
	  ▪ scaffolding student learning through guided practice and support
	  ▪ modelling and demonstrating skills, knowledge and cognitive strategies
	  ▪ explicit and systematic instruction
	  ▪ identifying key vocabulary for explicit instruction organising and connecting knowledge, skills and values to promote generalisation.
		Teachers will offer timely and appropriate support to students to provide an environment where they can learn best. As well as helping students to generally improve academic success, teachers will offer a range of targeted strategies so that individual students have an increased opportunity for experiencing academic success.

	The whole school go to an informative Parent/Teacher/Student (Yr3-6) Interview towards the end of Term One of each year that shows data sets pertaining to Academic areas of (Maths, Writing and Reading), student effort and social interaction where teachers, in collaboration with the students, have set three personalised learning goals.	In Term Four, 2015 the Leadership Team will design an Interim Student Data Report Card to give to Parents/Caregivers. Students, Parents/Caregivers and Teachers will have a clear understanding of where students are at through Personalised Learning Goals, Academic areas of (Maths, Writing and Reading), student effort and social interaction that are given to families at the Student/Parent/Teacher interviews at the end of Term One and that are displayed throughout the Learning Areas. Students can link their own data to develop their personal learning goals. Students have a strong sense of resilience and confidence to have a go.
	Encourage student ownership of learning-understanding AusVELS Achievement Statements to be able to collaborate with their teacher to set their next stage of learning.	Students will develop intrinsic motivation to take ownership of self-learning and to self-extend.
	- Teachers will work with students to remove their inhibitions to growth through ongoing feedback and reinforcement. This could be in the form of student work and goals on display for peer feedback and reflection.	Class observations will show that students value peer-to-peer feedback to improve their work.
	Teachers foster a culture where students who take risks improve from their mistakes and where effort creates success.	There is a risk taking culture evident in student work and hard work is rewarded.
Year 2	Use the agreed school- wide ideas about definition/understanding of student success.	There is an expanded definition of success that can help staff build and maintain collective efficacy that can be conveyed to the wider school community. That success is defined in terms of a whole school agreement and more broadly than an academic attainment focus.

		Continue to build strong staff networks to support and nurture confidence in the capacity of the team to impact students' learning and achieve school goals.	Professional Learning Communities will be utilised to provide opportunities for staff to collaboratively share their skills and experience. Schools will also be encouraged to network to broaden opportunities for collaboration beyond their own school. In school networks to include team planning and team teaching. Across schools collaboration will be strengthened through membership in professional organisations, participation in regional and state initiatives, participation in professional learning programs and attending and presenting at conferences.
		Continue to use a Cycle of inquiry approach to identify student learning needs and gaps in teacher knowledge.	Staff will reflect on what they currently do and where they can go next.
		Continue to recognise and reinforce the relationship between student motivation and achievement by reinforcing effort and providing recognition of the factors that are at play in the process of motivating students.	There will be a school-wide understanding and agreement around motivational research for children and adolescents and how it is central to high quality teaching practice. A study group or professional learning team activity focusing on this area could be considered. Active participation in sites such as www.edutopia.org provides a starting point.
		Establish an 'Academic Showcase' around the school and on the school Internet site using a multimedia approach that is more interactive for all users. The establishment of Learning Area blogs, Teacher Intranet and Parent Portal will be investigated.	Students' academic success will be acknowledged by an environment in which students are respected for their academic accomplishments.
		Continue to provide opportunities for students to participate in academic challenges offered outside the school.	For example: Year 4 to 6 students will have the opportunity to participate in the maths MAV 'Talent Quest' Six available entries in each of the Year

		4/5/6 levels.
	Promote the school-wide ideas about, "What does 'high academic expectations' mean and look like?" Provide examples for both staff and students of the difference between low and high academic expectations.	Our school will have a wide framework in place so teachers have a functional, well-managed setting where students know what to do and how to interact. High academic expectations will be set to encourage students to achieve.
	Continue to implement Individual Learning Plans (ILP) to cater for student diversity by involving one or a combination of approaches in relation to curriculum, instruction and the environment – for example: Personalised learning using instruction. Approaches may include: ▪ scaffolding student learning through guided practice and support ▪ modelling and demonstrating skills, knowledge and cognitive strategies ▪ explicit and systematic instruction ▪ identifying key vocabulary for explicit instruction ▪ organising and connecting knowledge, skills and values to promote generalisation	Teachers will offer timely and appropriate support to students to provide an environment where they can learn best. As well as helping students to generally improve academic success, teachers will offer a range of targeted strategies so that individual students have an increased opportunity for experiencing academic success.
	The whole school go to an informative Parent/Teacher/Student (Yr3-6) Interview towards the end of Term One of each year that shows data sets pertaining to Academic areas of (Maths, Writing and Reading), student effort and social interaction where teachers, in collaboration with the students, have set three personalised learning goals.	Interim Student Data Report Cards will continue to be used to give to Parents/Caregivers. Students, Parents/Caregivers and Teachers will have a clear understanding of where students are at through Personalised Learning Goals, Academic areas of (Maths, Writing and Reading), student effort and social interaction that are given to families at the Student/Parent/Teacher interviews at the end of Term One and that are displayed throughout the Learning Areas. Students can link their own data to develop their personal learning goals.

		Students have a strong sense of resilience and confidence to have a go.
	Continue to encourage student ownership of learning-understanding AusVELS Achievement Statements to be able to collaborate with their teacher to set their next stage of learning.	Students will develop intrinsic motivation to take ownership of self-learning and to self-extend.
	Teachers will continue to work with students to remove their inhibitions to growth through ongoing feedback and reinforcement. This could be in the form of student work and goals on display for peer feedback and reflection.	Class observations will show that students value peer-to-peer feedback to improve their work.
	Teachers will continue to foster a culture where students who take risks improve from their mistakes and where effort creates success.	There is a risk taking culture evident in student work and hard work is rewarded.
Year 3	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.
Year 4	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.

Wellbeing

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.

		Key improvement strategies
Goals	To improve student resilience through a consistent approach to wellbeing.	Build the resilience of students with the following key improvement strategies:
Targets	- Whole school Lateness will reduce from 5.93 days in 2015 to 3 days in 2018 during the implementation of the Strategic Plan - Whole school Absenteeism will reduce from 14.04 days in 2015 to 12 days in 2018 during the implementation of the Strategic Plan - The Year 5/6 Attitudes to School Survey results for 'Wellbeing' to move from the second quartile in 2015 into the fourth quartile by 2018. - The Year 5/6 Attitudes to School Survey results for 'Student Relationships' to move from the second quartile in 2015 into the third quartile by 2018. - The Parent Opinion School Survey results for 'School Climate' in 'Transitions' to move from the first quartile in 2015 into the third quartile by 2018. - The City of Port Phillip's Resilience survey will be conducted in 2016 among all Year 3 to 6 students to gain baseline data.	• Continue to critically evaluate programs within the wellbeing framework of the school. • Investigate and implement programs and strategies to reduce absenteeism and lateness.

	This survey will then be repeated on a yearly basis to measure improvements.
Theory of action (optional)	Children's mental well-being has emerged as a significant priority for education, with increasing numbers of children experiencing family breakdown, anxiety, depression, oppositional disorders and attention difficulties. Schools are key sites for intervention. Teachers' attitudes, values, beliefs and practices concerning children's mental well-being are inextricably linked with student well-being. Increasingly teachers have been viewed as having an integral role in supporting children's mental well-being.

	Actions	**Success criteria**
Year 1	Identify and audit whole school welfare programs to ensure they are implemented in a sequential way that builds on the strategies students learn from year to year. These programs need continual review and staff training to ensure their effectiveness.	Whole school welfare programs will be audited for relevance, and aligned to the appropriate year levels, and will continue to be implemented throughout the school. These will be displayed in the form of a Gant Chart so the whole school community can see a sequential program from Foundation to Year 6. Staff training will be in place in line with the induction of new staff and the updating of existing staff where appropriate.
	Collaborate with parents/carers to develop school-family partnership expectations and communicate these to families when students first enrol. The school-family partnership expectations should acknowledge the five facets of trust (benevolence, reliability, competence, honesty and openness).	The school-family partnership will be nurtured and monitored which will build trust across the community. This may be through: • Invited guest speakers to hold parent workshops with network schools • Case studies showing families real life examples of resilience. • Educating families about our wellbeing programs
	Inform families/care givers about positive behaviours, attitudes and actions by maintaining individual student records. This is to provide the opportunity to record positive behaviours, attitudes and actions that can then be relayed (through notes, phone calls, texts, meetings) to families/care givers.	Families/care givers will be contacted when students behave positively to show that the school is interested in and values their child.
	Continue to enforce 'Beat the Bell' throughout the whole school.	Absenteeism and Lateness will be reduced and a common belief that it is imperative students are at school every day and on time (to give them the best chance of academic success and social interaction) will be promoted.

	Adopt the City of Port Phillip's resilience survey to measure students' anxiety levels.	Benchmark resilience data will be obtained so that reduced resilience targets will be set in the future.
Year 2	Identify gaps in the whole school welfare programs and investigate programs that could address them.	Whole school welfare programs will be audited for relevance, and aligned to the appropriate year levels, and will continue to be implemented throughout the school. These will be displayed in the form of a Gant Chart so the whole school community can see a sequential program from Foundation to Year 6. Staff training will be in place in line with the induction of new staff and the updating of existing staff where appropriate.
	Continue to collaborate with parents/carers to develop school/family partnership expectations and communicate these to families when students first enrol. The school-family partnership expectations should acknowledge the five facets of trust (benevolence, reliability, competence, honesty and openness).	The school-family partnership will be nurtured and monitored which will build trust across the community. This may be through: • Invited guest speakers to hold parent workshops with network schools • Case studies showing families real life examples of resilience. • Educating families about our wellbeing programs
	Continue to inform families/care givers about positive behaviours, attitudes and actions by maintaining individual student records. This is to provide the opportunity to record positive behaviours, attitudes and actions that can then be relayed (through notes, phone calls, texts, meetings) to families/care givers.	Families/care givers will be contacted when students behave positively to show that the school is interested in and values their child.
	Continue to implement the City of Port Phillip's resilience survey to measure students' anxiety levels.	Using the benchmark resilience data from 2016 we will be able to set increased resilience targets for 2017.

	Continue to enforce 'Beat the Bell' throughout the whole school.	Absenteeism and Lateness will be reduced and a common belief that it is imperative students are at school every day and on time (to give them the best chance of academic success and social interaction) will be promoted.
Year 3	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.
Year 4	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Key improvement strategies

Goals	To enable distributive leadership among the staff through capacity building that supports the strategic improvement agenda.	Enable distributive leadership of the staff through capacity building that supports the strategic improvement agenda with the following key improvement strategies:
Targets	- By 2018 Teachers will undergo at least four peer observations and be given feedback that improves teaching and learning. - By 2018 there will be a Data Strategy Team to build a framework to use student data effectively across the school. - The Staff Opinion Survey 'School Climate': Collective focus on student learning improves from 80% in 2015 to above 90% by 2018 - The Staff Opinion Survey 'School Climate': Staff trust in colleagues improves from 76% in 2015 to above 85% by 2018 - The Staff Opinion Survey 'School Climate': Parent and	• Implement a student data management system. • Implement peer coaching to build reflective practice across the school. • Strengthen partnerships to support the strategic improvement agenda.

	Community involvement improves from 82% in 2015 to above 95% by 2018
	- The Parent Opinion Survey results for 'School Improvement' moves from the second quartile in 2015 into the third quartile by 2018
	- The Parent Opinion Survey results for 'Parent Input' moves from the first quartile in 2015 into the third quartile by 2018
	- The Parent Opinion Survey results for 'Learning Focus' moves from the first quartile in 2015 into the third quartile by 2018
Theory of action (optional)	The right course of action for our school depends on many factors including our staff's current professional knowledge and skills, the students' patterns of performance and the history of what the school has already done and is working on now. To adopt an approach to the improvement process in schools for educational change we must have: • A shared vision of the goals of learning, good teaching and assessment • An understanding of why we need to change and improve our practice. • Relationships based on mutual respect and trust and • Engagement strategies that create a commitment where we all have a responsibility to act, support and promote improved educational change.

	Actions	Success criteria
Year 1	Ensure it is understood that all student data is the property of the Department of Education and Training and should be used within the guidelines of the DET.	The whole school community understands the DET guidelines around the use of student data.
	Develop a whole school consistent approach to assessment by allocating responsibility to oversee data management to the Leading Teacher.	The Leading Teacher will oversee the Assessment Schedule and will ensure teachers upload student data to the Student Performance Analyser online portal.
	All teachers will follow the Assessment Schedule and upload relevant student data to the Student Performance Analyser online portal. This will be through the continued implementation of a data management system to streamline how data is collected, analysed and used to inform learning and teaching. Used in a systematic way, data informs learning and teaching practices to improve student learning.	All teachers will take responsibility for the timely collation, storage and distribution of data that is held locally by the school.
	A Data Strategy Team is formed to build a framework to use student data effectively across the school.	The Data Strategy Team will produce a document that incorporates the Assessment Schedule to guide users when and how to use the data when it is produced. This will consist of the following strategies but will not be limited by: • Weekly data agenda item at Team Meetings. • The use of assessment to guide planning is evident in fortnightly Team Meetings on a Wednesday evening. • The Assessment Schedule for the whole year implemented throughout the whole school • Pre-testing and post-testing that is valid to guide planning and implementation of the curriculum.

		• The Student Performance Analyser has at least: AusVELS Teacher Judgements, Fountas and Pinnell – (Benchmarked and Instructional Level), VCAA, NAPLAN, Maths online, English Online, South Australian Spelling Test and Westwood One-minute Test • Whole school moderation is scheduled in English (Writing) and Maths (Number) and is reflective of AusVELS examples • All teachers access the Data Room where Teacher Judgements, NAPLAN and VCAA results in Maths, Writing and Reading are displayed. • Teams present assessment data sets to the Leadership Team termly. • Teachers provide Student Achievement measures in their Teacher Performance and Review Plans • Management of data that informs learning and teaching is reviewed and revised regularly. • Student data sets show improvements especially across cohort growth.
	Investigate forms of assessment to help teachers feel confident in making an accurate assessment of individual students (eg PAT maths, Year 5/6 Fractions and Decimal Interview).	Meet with representatives from service providers, research programs and visit schools that have implemented different forms of assessment to make an informed decision on whether to have them here at SKiPPS
	Ensure all staff have regular opportunities to observe and be observed by encouraging open door practices. Establish and formalise a school-wide routine for teachers to observe best practice and provide feedback. Give consideration to extending this practice to neighbouring schools and varied settings.	Observing others, or being observed and receiving feedback, are powerful ways to learn and improve teaching practice. Such practices support the school's collaborative culture through promoting continuous renewal of instructional practices. • Timetabled peer observations across the school on a regular basis. • Constructive feedback is reflected in their future practice.

	Ensure that staff understand the protocols for giving feedback to colleagues, in order to promote the provision of quality feedback, and an open and supportive culture.	Clear protocols will be established for giving and receiving feedback. The provision of feedback from colleagues is considered to be one of the most powerful ways to assist teachers to continually improve their practice.
	Ensure our School's Strategic Agenda is extended to the broader school community so we all have a clear understanding of our goals set for the life of the Plan.	This will be evident through: • Defining and making visible what our Strategic goals are and, when achieved, celebrating these successes through various communication sources • Goals and subsequent role descriptions being established in the more detailed Annual Implementation Plan • Publicising a clearly defined Strategic Improvement Agenda
	Ensure the school's purpose, ethos and values are written in clear and concise language, are part of the discussion/process that takes place with staff, parents and students at the beginning of each year and at the time of student enrolment and are visible in all teaching spaces.	When the school's purpose, ethos and values are shared and understood by all members of the learning community, consistent behaviours are established.

Year 2	Ensure it is understood that all student data is the property of the Department of Education and Training and should be used within the guidelines of the DET.	The whole school community understands the DET guidelines around the use of student data.
	All teachers will continue to follow the Assessment Schedule and upload relevant student data to the Student Performance Analyser online portal. This will be through the continued implementation of a data management system to streamline how data is collected, analysed and used to inform learning and teaching. Used in a systematic way, data informs learning and teaching practices to improve student learning.	All teachers will take responsibility for the timely collation, storage and distribution of data that is held locally by the school.
	Continue to ensure all staff have regular opportunities to observe and be observed by encouraging open door practices. Establish and formalise a school-wide routine for teachers to observe best practice and provide feedback. Give consideration to extending this practice to neighbouring schools and varied settings.	Observing others, or being observed and receiving feedback, are powerful ways to learn and improve teaching practice. Such practices support the school's collaborative culture through promoting continuous renewal of instructional practices. • Timetabled peer observations across the school on a regular basis. • Feedback is constructive and reflected in their future practice
	It is recommended that schools use between four to eight methods of feedback. The following methods have been found to be the most effective in assessing and developing teaching and learning:	Leadership will provide meaningful feedback to teachers as the best way to improve teaching and learning. The performance and development process will rely on investigating effective methods to improve learning and

	- Student performance and assessments - Peer observation and collaboration - Direct observation of classroom teaching and learning - Student surveys - Parent surveys 360-degree assessment - Self-assessment - External structured observation	teacher performance.
	Provide a coach to work across the school, or build a coaching team by providing professional learning opportunities for staff to become coaches and share their expertise with their colleagues through coaching practice.	Coaching will build individual efficacy which contributes to collective staff efficacy. Coaching takes place in the staff members' classrooms with the goal of improving the quality of teaching and supporting the planning and delivery of curriculum.
	Ensure that staff understand the protocols for giving feedback to colleagues, in order to promote the provision of quality feedback, and an open and supportive culture.	Establish clear protocols for giving and receiving feedback. The provision of feedback from colleagues is considered to be one of the most powerful ways to assist teachers to continually improve their practice.
	Ensure our School's Strategic Agenda is extended to the broader school community so we all have a clear understanding of our goals set for the life of the Plan.	This will be evident through: - Defining and making visible what our Strategic goals are and, when achieved, celebrating these successes through various communication sources - Goals and subsequent role descriptions being established in the more detailed Annual Implementation Plan - Publicising a clearly defined Strategic Improvement Agenda.

Year 3	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.
Year 4	Staff will conduct an evaluation of the above actions. This is to ascertain if they need to be refined, still need to be completed, completed or if additional actions need to be implemented.	All staff will take part in the evaluation and feedback required to alter the path of our Strategic Plan for the improvement of student outcomes.