

School Strategic Plan for Parkmore Primary School

4881

2016-2019

Purpose

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes.

It is informed by extensive consultation with students, staff, parents and carers, and engagement with the broader community including relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Principal, School Council President, and the delegate of the Secretary of the Department of Education and Early Childhood Development.

Legislative context

The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1.) The Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

Effective planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- Engaging the whole school community in the development process
- Defining the school's vision, purpose and values
- Focusing on a 'desired future' for the school, its students and the community more broadly.
- Agreeing on a discrete set of outcomes to be achieved over the next four years
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes.
- Planning the implementation of each strategy, with clear allocation of resources, roles and responsibilities to the achievement of each step
- Identifying, in the form of milestones and targets, what success will look like when it has been achieved.

Note for Priority Review schools:

Where a school has participated in a Priority Review, the Design Team, convened by the Senior Advisor, will work with the school to develop the School Strategic Plan.

The School Strategic Plan should include the intervention goals, key improvement strategies and targets to address the issues identified in the review report. The school may have other goals that it wishes to progress in addition to those arising from the review.

The School Strategic Plan will guide the interventions while the Annual Implementation Plan will detail how they are to be implemented and measured.

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Saraid Doherty.....</p> <p>Date.....18/04/16.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name... ..Kate McLean.....</p> <p>Date.....18/04/16.....</p> <p>School Council President’s endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....Rod Williamson.....</p> <p>Date.....18/04/16.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

<p>Purpose</p> <p>The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school’s strategic planning decisions and for ongoing performance against the school’s stated objectives and values.</p> <p>Regulatory context</p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA’s School Governance standard, “a school must have a clear statement of its philosophy”. The statement is expected to cover the school’s vision, values, mission or objectives, including an explanation of how the school’s philosophy is enacted and articulated to staff, students, parents, guardians and the school community.</p>	
<p>Purpose</p>	<p>Drafting note: strategic planning needs to be anchored in the school’s fundamental reason for existence – its purpose. A school’s statement of purpose answers the basic questions: <i>what are we here for?</i> Statements of purpose are shared and owned by the school community, are appropriate to the needs and expectations of the community, and are easily understood by the whole school community.</p>
	<p>At Parkmore Primary School we believe through our commitment to personalising the learning all students can achieve. Our students are immersed in a rich and contemporary curriculum enriched with national, global and multicultural perspectives. We strive to equip our students with the knowledge and skills that underpin ethical citizenship and engagement in life long learning.</p> <p>The School Strategic Plan guides the school’s improvement agenda to ensure there is greater consistency in teaching and learning practices to ensure students’ learning is continually improving.</p> <p>Parkmore Primary School is committed to personalising learning through a ‘whole person development’ approach that is targeted at the developmental needs of the child. This approach determines that every child in our school feels healthy, safe, engaged, supported, and challenged. This holistic approach we believe prepares students for the challenges and opportunities of today and tomorrow.</p> <p>The School is committed to developing effective partnerships between the home and school where families are valued as partners in their child’s learning and we honour this commitment by providing a range of communication channels as well as opportunities for active and meaningful participation.</p>
<p>Values</p>	<p>Drafting note: Values are those things that are most important to a school and its community. Values describe the principles and expectations that guide the school and provide a reference point for decisions and actions. Values shape the way people interact and work together by creating shared expectations and behavioral norms.</p>

	<p>Excellence, Resilience, Responsibility, Respect and Inclusiveness</p> <p>Excellence – with all students encouraged to become lifelong learners, to value learning and achieve to their full potential</p> <p>Resilience – where students ‘bounce back’ and strive for personal achievement</p> <p>Responsibility – where students take ownership for their words, actions and learning</p> <p>Respect – where students show care and concern for other people and property; and develop a sense of pride, self esteem, personal identity and value the principles of sustainability</p> <p>Inclusiveness – where students demonstrate that they recognise and value diversity.</p> <p>Parkmore Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.</p>
Environmental Context	<p>Drafting note: Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school’s environmental context answers the question: <i>What are the influences that will impact on our school and the achievement of our goals into the future?</i></p> <p>In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.</p>
	<p>Parkmore Primary School is a proud state government school, which dates back to its inaugural year of 1962. Our students from Foundation (previously Prep) to Year 6 are provided with a rich and differentiated curriculum. Parkmore Primary provides an internationally recognised positive education program that promotes and harnesses strengths of character to develop academic (as well as social and personal) skills and performance.</p> <p>Parkmore Primary School is contemporary in its approach to educating our students. Globalisation demands technological capacity and intelligence, heightened interpersonal skills, significant emotional intelligence, resilience and strong literacy and numeracy skills. Our students learn in flexible learning spaces and through collaborative structures with other students and adults.</p> <p>Professionalism, instructional capacity and accountability of our teachers are foundational to the education students receive ensuring each child’s learning is scaffolded in their learning zone. Significant resources are applied to ensure our teachers provide quality instruction and evidence –based student outcomes.</p> <p>Our school community works in partnership with the school in recognition that it is critical that the partnership is respectful, has a strong values base and is always student-centred, recognising that our school’s core business is optimising student learning.</p>
Service Standards	<p>Drafting note: In accordance with the school’s purpose and values, this section provides an opportunity to clearly articulate to the</p>

(optional)	<p>community what standards of service the school will hold itself to.</p> <p>Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.</p> <p>Examples:</p> <p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • Maximise student learning outcomes for all students across all areas of the Victorian Curriculum. • To ensure all data that is collected and evaluated is successfully used to inform teaching and learning for each individual student's needs 	<ul style="list-style-type: none"> • Build teacher pedagogical content knowledge in the teaching of mathematics, reading, writing and spelling • Enhanced assessment practices to ensure ZPD is targeted for all students specific to English/Literacy and Mathematics • Improve teacher capacity to effectively collect, collate, analyse and evaluate reliable data to improve the accuracy of teacher judgements • Improve teacher capacity to use assessments for planning '<i>assessment for learning</i>' • Consolidate the implementation of a whole school philosophical approach to teaching and learning
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to</p>	<ol style="list-style-type: none"> 1. Matched cohort growth as measured by on-balance teacher judgements to be at least 18 months learning growth per year in <ul style="list-style-type: none"> • Mathematics (Number) • Reading • Writing 	

achieve, or on the outcomes of a smaller group of students.	2. All students assessed by NAPLAN to achieve medium and high relative growth in Reading from years 3 to 5	drawing on evidenced based learning theories including Dweck's 'growth mindsets'
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	The following actions and success criteria are informed by the DE&T Framework for Improving Student Outcomes (FISO). Specifically, <i>Building Practice Excellence</i> and <i>Curriculum Planning and Assessment</i> which show that 'collaborative approaches to teacher development, including peer-to-peer observation, shared teaching and learning program development, and team teaching are most effective in improving student and school outcomes'.	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ol style="list-style-type: none"> 1. Review and refine the school's assessment schedule- Foundation to Year 6 and interrogate data obtained from assessment items and practices 2. Establish protocols for SIT Teams 3. Introduce the triangulation of data for all students specific to Mathematics and English using protocols 4. Continue the implementation of Fountas and Pinnel Benchmark Assessment Program Foundation to Year 6 5. A Mathematics School Improvement Team (SIT) will lead an: <ul style="list-style-type: none"> - Audit of current school practices in Mathematics - Identify expertise within the school and broader network of schools to build teacher pedagogical content knowledge and support the development of an agreed whole school approach to the teaching of mathematics - Research identified best practices and interventions to differentiate mathematics practice and personalise student learning - Research growth mindsets applications within the Mathematics learning program <p>A Literacy School Improvement Team will lead an:</p> <ul style="list-style-type: none"> -Audit of current school practices in Literacy -Lead teachers through Fountas and Pinnel professional learning and support -Develop a whole school English Scope and Sequence 	<ul style="list-style-type: none"> • All relevant assessment items on assessment schedule to be recorded on Student Performance Analyser (SPA) and visible data charts accessed by teachers during planning and professional learning sessions and minuted in meetings • All students have F and P assessment recorded no less than twice in a year (recommendation up to 3 assessments per year) • Greater consistency in the teaching of mathematics through: <ul style="list-style-type: none"> - the development of an agreed whole school approach to numeracy - Classroom observations focussed on mathematics instruction - Development of a whole school English/literacy Scope and Sequence

	-Research identified best practices and interventions to differentiate literacy practice and personalise student learning	
Year 2-	<ol style="list-style-type: none"> 1. Incorporate assessment items in assessment schedule in to planning 2. Strengthen School Improvement Team (SIT) by continuing focus on team protocols, which include rounds of observation (focussed on assessment) 3. Continue to develop teacher capacity to understand how to interpret data sets to effectively plan for improved learning outcomes for all students 4. Review and refine assessment practices used in student portfolios based on shared and consistent assessment practices (focus on rubrics) 5. Embed a shared understanding of Maths and Literacy program through targeted professional learning with a focus on peer collaboration, feedback through observations and mentoring or coaching 6. Further investigate the application of growth mindsets in Mathematics 7. Review School spelling program 	<ul style="list-style-type: none"> • Application of an action research cycle in an area of Mathematics and English/Literacy instruction • Implementation of English Scope and Sequence • Consistent whole school approach to mathematics assessment • Increased consistency in observed effective teaching of Mathematics • Deliver <i>Maths and Growth Mindsets</i> Professional Learning • Action Research project (FISO network) focussed on spelling program
Year 3	<ol style="list-style-type: none"> 1. Continue the inclusion of assessment items into planning documents 2. School Improvement Teams lead rounds of observation (of assessment) across the school 3. Consistency across the whole school in assessments included in student portfolios 	<ul style="list-style-type: none"> • Teachers routinely evaluate data for planning in maths and literacy • Portfolios show continuum of learning across the school with the inclusion of a whole school assessment task in maths and/or literacy
Year 4	<ol style="list-style-type: none"> 1. All term planners for Literacy and Maths include an assessment item for learning 2. Review student portfolios and make recommendations for development of assessment (investigate the delivery of online portfolios and just in time reporting of assessments) 	<ul style="list-style-type: none"> • Teachers can identify 'high impact' strategies for cohorts of students supported by evidence (growth data)

Engagement	Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if
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<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>All members of the school community actively participate in a high performing, positive and motivating environment for learning</p>	<ul style="list-style-type: none"> • Build teacher capacity to engage students in develop a positive climate for learning through Positive Education interventions • Develop Student agency to shape their experience of school • Build strong and sustainable connections with the local community that support student learning and engagement
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Learning Confidence and teacher Effectiveness to be at or above the Region mean by 2019 as measured by the Student Attitudes to School Survey To increase the school mean over the life of the Strategic Plan in Classroom Behaviour and Student Safety as measured through the Student Attitude to School Survey Gallup Poll (Years 5 and 6) to show improvement in engagement and at or above the 'school type' mean Improvement in parent involvement in the school and include the parents in programs which promote and support parents as active and effective partners in student learning</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Positive Education is 'applied positive psychology in education'. A broad definition of positive psychology is the study of strengths and virtues that enable individuals, communities and organisations to thrive.</p>	

	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
Year 1	<ol style="list-style-type: none"> 1. Introduce the Berry Street Education Model 2. Widening the scope of student feedback through the use of student goal setting, self- assessment of their own progress and classroom feedback 3. Provide parents with opportunities to provide feedback in addition to the parent opinion survey 	<p>All staff (including ES) participate in Berry Street Education model professional learning sessions Explicit connections made between Behaviour Management in Education to Berry Street Education Model Students in Years 3 and 6 participate in a student-led conference mid-year Students in Years 5 and 6 participate in Student Gallup poll Parent feedback is referenced in newsletters and other communications such as assemblies</p>
Year 2	<ol style="list-style-type: none"> 1. Continue engagement in the Berry Street Education model 2. Further develop student goal setting methodologies 3. Develop student classroom feedback methodology 4. Build profile of SRC across the school 5. Provide parents with a school-specific survey. Include School Council in the design 6. Further explore student learning and engagement opportunities with existing local community relationships 	<p>Pilot strategies developed through the Berry Street model Students in Years 3 to 6 participate in student-led conferences mid-year SRC members participate in leadership training SRC facilitate fortnightly assembly Staff engage 'parents as partners' in forums SRC meet with Principal twice a term Parent survey responses are shared through newsletter and school articulates action based on feedback</p>
Year 3	<ol style="list-style-type: none"> 1. Trial application of student classroom feedback 2. Embed SRC profile across the whole school 3. Provide each Unit (Junior and Senior) with learning experiences situated in the local area (local kindergartens and schools and other community organisations such as Strathdon). 	<p>Students in Years Foundation to year 6 participate in student-led conferences mid-year Analysis of student classroom feedback data</p>
Year 4	<ol style="list-style-type: none"> 1. Review SRC model 2. Review impact of student-led conferences on learning and engagement 3. Analyse and evaluate trend data on POS (Parent Opinion) and ATTSS (Attitudes to School) surveys 	<p>Student led conferencing operates effectively across the school with endorsement from students, teachers and parents Parent involvement has improved with weekly parent involvement in the learning program across the school</p>

<p>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.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To nurture a school community committed to learning and growing through our School Values: Excellence; Resilience; Inclusiveness; Respect and Responsibility</p>	<p>Identify and build teacher capacity to support the implementation of our positive education initiatives and interventions (Including Behaviour Management, Growth Mindsets and Character Strengths)</p> <p>Development of measurement tools for these interventions</p> <p>Build a stronger understanding of the importance of inter-personal and intra-personal skills for learning growth across the whole school- parents, students and staff</p>
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Gallup Poll (Years 5 and 6) to be at or above school type mean for Wellbeing Improvement in parent involvement in the school Maintain 100% parent satisfaction with the school in Parent Opinion Survey Achieve 100% of staff positive about school climate in School Staff Survey</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Through our Positive Education approaches and interventions we will continue to build on our goal of consistent and targeted development of social and personal capabilities and the provision of a safe and orderly learning environment. The school is committed to providing personalised learning approaches to develop and strengthen positive, resilient and self-regulating behaviours. In positive psychology wellbeing is defined as a construct that is multi-dimensional. Seligman's PERMA model posits there are 5 measurable elements which contribute to wellbeing: positive emotion; engagement; relationships; meaning and purpose and accomplishment. The School's positive education program is concerned with harnessing the personal, social and cognitive capabilities identified in repeated studies of successful learners and</p>	

	leaders of and participants in, harmonious, productive and sustainable workplaces and societies.	
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
Year 1	<ol style="list-style-type: none"> 1. Familiarise staff with scope and sequence of Victorian Curriculum indicators in Personal and Social Capabilities 2. All staff engage in a Strengths for Team building module designed to build staff engagement in strengths for cohesion and optimal performance 	<p>VIA survey undertaken by all staff on a yearly basis</p> <p>Audit current teaching and learning program against the Personal and Social Capabilities indicators of progress</p> <p>Documentation of Staff strengths and goals identified to build team cohesion and performance through setting goals for strengths</p>
Year 2	<ol style="list-style-type: none"> 1. Develop a whole school positive education planner 2. Investigate a framework for determining the growth mindset capabilities of students 3. Examine the Victorian Curriculum's Intercultural capability 4. Deliver parent workshops focussed on positive education programs 	<p>Engage wider school community in building Intercultural Capability learning programs</p> <p>Develop student self- assessment tool for application of growth mindsets and establish goals</p>
Year 3	<ol style="list-style-type: none"> 1. Build and develop measures for positive education program 2. Moderation of common positive education assessment item. 3. Continue to provide parent forums on positive education initiatives 	<p>Moderation of Positive Education student work item</p>
Year 4	<ol style="list-style-type: none"> 1. Develop and Review impact of positive education programs on student learning and engagement 2. Continue to consistently communicate positive education principles and integrated into academic learning 	<p>Parents demonstrate awareness of positive education interventions and can articulate their positive impact on their child's learning (survey)</p>

<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To strengthen the professional capacity of all staff to support student learning, engagement and wellbeing through effective use of time, space, funding, facilities and community resources</p>	<p>To develop a Professional learning model that optimises learning for staff (and when relevant, inclusive of Education Support staff and parents) to improve outcomes for students</p>
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Increased participation of ES staff in professional learning over the course of the strategic plan</p> <p>Teacher release scheduled flexibly and responsive to annual implementation targets and DET priorities</p> <p>Development and delivery of a classroom helpers training program over the course of the strategic plan</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Professional Learning approaches which harness collective efficacy is instrumental to school improvement. These approaches ensure there is collective engagement in areas of school improvement and accountability for outcomes.</p>	
	<p>Actions</p>	

	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	<ol style="list-style-type: none"> 1. Audit 2015 Professional Learning provision 2. Research adult learning principles 3. 	Develop an articulation of effective professional learning practices for adult learners to apply to school-based professional learning sessions
Year 2	<ol style="list-style-type: none"> 1. Add a feedback component to Professional learning sessions 2. Make explicit the connection between Improving Student Outcomes and Professional Learning schedule 3. Develop classroom helpers program for Literacy 	Distributed approach to delivery of professional learning Documented feedback provided to PL and revision based on this feedback
Year 3	<ol style="list-style-type: none"> 1. Identify ways to measure impact of PL schedule on student learning 2. Develop classroom helpers program for Maths 	Mapping and tracking application of professional learning to student learning and student learning outcomes
Year 4	<ol style="list-style-type: none"> 1. Develop and review professional learning delivery against targets and budget expenditure 2. 3. 	Deliver classroom helpers program in literacy and mathematics