

Elmore Primary School – 1515

Strategic Plan 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 includes:

- 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.

Endorsements

Endorsement by School Principal	<p>Signed</p> <p>Name Michelle Griffiths</p> <p>Date.....</p>
Endorsement by School Council	<p>Signed...</p> <p>Name Tim Giffin</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
Endorsement by the delegate of the Secretary	<p>Signed</p> <p>Name.....</p> <p>Date.....</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

Purpose

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

Regulatory context

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

Purpose	
	Elmore Primary School provides quality education that establishes foundations for successful life-long learning.
Values	
	<p>At Elmore Primary School the following values underpin all of our work:</p> <p>Respect</p> <p>Resilience</p> <p>Integrity</p> <p>Citizenship</p> <p>The work we have done in our previous SSP on Positive Behaviours showed us that it was necessary to revise our values from six to four as we had too many to be easily recollected. This is the revised list.</p> <p>These values form the basis of our staff, student and parent codes of conduct.</p>
Environmental Context	
	EPS was established in 1875 and is located in the rural township of Elmore, 47 kms north-east of Bendigo. The school has a

	<p>current enrolment of 28 students and a SFO density of 0.54 in 2016 and this has shown a steady increase over the past four year cycle. There are no ESL students and no Koorie students. There are no students funded under Disability and Impairment.</p> <p>Elmore PS is an active member of the Campaspe Small Schools Cluster which brings together seven small, rural Government schools who work together to improve the delivery of education. It is also a member of the White Hills Cluster group of schools, as we sit within the Greater Bendigo Network and Council now but have historically worked with the Campaspe Cluster</p> <p>The remodelling and refurbishment of the school buildings in 2009 provided a set of flexible learning spaces as well as new administrative and staff facilities.</p> <p>Recent staffing instability has been addressed and we now look forward to a period of stability and consistency in this area.</p> <p>The school fosters close links to parents and the broader school community.</p>
Service Standards	
	<p>General</p> <ul style="list-style-type: none"> • 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. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

<p>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.</p> <p>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.</p> <p>The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.</p> <p>Regulatory context</p> <p>Under the <i>Education Training and Reform Act 2006</i> Section 2.3.24, subsection (1) of the Act states that:</p> <p>"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>

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<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</p>	To improve the learning growth and achievement of every student in literacy and numeracy	<p>40% or more students (deemed capable) to be above expected level in Reading as measured by <u>PM Benchmarking</u> assessment.</p> <p>95% or more students (deemed capable) to be at or above expected level in Reading as measured by <u>PM</u></p>	<p>Build teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations.</p> <p><i>(Use data to effectively track student achievement and inform teacher planning)</i></p>

of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.		<p><u>Benchmarking</u> assessment.</p> <p>All students (deemed capable) progress at expected growth of AUSVels score 1.0 over an academic year.</p> <p>NAPLAN Increase the proportion of students in the top two NAPLAN bands and decrease the proportion in the bottom two bands.</p> <p>On Demand All students in Grades 3-6 deemed capable to show minimum AusVELS growth of 1.0 in On Demand testing across the year.</p>	<p>Build and document the guaranteed and viable curriculum.</p> <p><i>an effective and agreed whole school literacy curriculum that informs consistent pedagogy and assessment practices school-wide.</i></p> <p><i>The consistent triangulation of data to provide the most accurate picture of individual achievement.)</i></p>																					
<p>Engagement</p> <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>To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.</p>	<p>Improve Attitude to School survey mean scores for teaching and learning (already above State Mean score):</p> <table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Learning Confidence</td><td>4.25</td><td>4.50</td></tr><tr><td>School Connectedness</td><td>4.70</td><td>4.90</td></tr><tr><td>Stimulating Learning</td><td>4.50</td><td>4.75</td></tr><tr><td>Student Motivation</td><td>4.88</td><td>5.0</td></tr><tr><td>Teacher Effectiveness</td><td>4.60</td><td>4.80</td></tr><tr><td>Teacher Empathy</td><td>4.71</td><td>4.90</td></tr></table>		2015	2019	Learning Confidence	4.25	4.50	School Connectedness	4.70	4.90	Stimulating Learning	4.50	4.75	Student Motivation	4.88	5.0	Teacher Effectiveness	4.60	4.80	Teacher Empathy	4.71	4.90	<p>Plan, research, document, communicate and implement whole school strategies to engage students, parents and the community as authentic partners in learning</p>
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<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning</p>	<p>To ensure support for every student and to build positive emotional health, mental health and wellbeing.</p>	<p>Improve Student Attitude To School survey mean scores for wellbeing and student relationships:</p>	<p>Build a safe, focussed and stimulating environment</p>																					

and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.		<table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Wellbeing</td><td>6.33 6.10</td><td>6.50 6.25</td></tr><tr><td>Student Relationships</td><td>3.5 4.5 4.3</td><td>3.75 4.75 4.5</td></tr></table>		2015	2019	Wellbeing	6.33 6.10	6.50 6.25	Student Relationships	3.5 4.5 4.3	3.75 4.75 4.5	Implement a positive behaviours framework as a whole school approach. <i>Develop meaningful and positive home/school partnerships through the implementation of the Healthy Schools Achievement Program and the promotion of student safety</i>									
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		Improve Student Absence Data: <table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Parent Choice Unauthorised</td><td>108 days</td><td>50 days</td></tr><tr><td>Unexplained</td><td>230 days</td><td>75 days</td></tr></table>		2015	2019	Parent Choice Unauthorised	108 days	50 days	Unexplained	230 days	75 days										
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		Improve Parent Opinion survey data mean scores to be equal to or greater than the 2015 state mean factor for: <table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Connectedness to Peers</td><td>5.63</td><td>5.85</td></tr><tr><td>Student Safety</td><td>4.96</td><td>5.50</td></tr><tr><td>Approachability</td><td>5.06</td><td>5.73</td></tr><tr><td>Parent Input</td><td>5.38</td><td>5.35</td></tr><tr><td>Social Skills</td><td>5.61</td><td>5.74</td></tr></table>		2015	2019	Connectedness to Peers	5.63	5.85	Student Safety	4.96	5.50		Approachability	5.06	5.73	Parent Input	5.38	5.35	Social Skills	5.61	5.74
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Improve Staff survey data for School Climate Factors: (Percent Endorsement Scores) <table><tr><td></td><td>2015</td><td>2018</td></tr><tr><td>Academic emphasis</td><td>58.3%</td><td>65%</td></tr><tr><td>Trust in Students and Parents</td><td>46.7%</td><td>60%</td></tr><tr><td>Teacher Collaboration</td><td>33.3%</td><td>60%</td></tr><tr><td>Shielding / Buffering</td><td>50.0%</td><td>60%</td></tr></table>		2015	2018	Academic emphasis	58.3%	65%	Trust in Students and Parents	46.7%	60%	Teacher Collaboration	33.3%	60%	Shielding / Buffering	50.0%	60%						
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Productivity	To clearly align available resources with		Implement the school ICT Progression
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<p>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>school goals to maximise student learning outcomes.</p> <p><i>To improve communication within the school and broader community.</i></p> <p><i>To Increase the capacity of the school to function strategically, with a focus on school improvement.</i></p>	<p>Improve % endorsement for Shielding and Buffering in the Staff Climate Survey from 26% in 2014 to equal the 2014 state mean of 64% in 2018</p> <p>Improve Attitudes to School Survey data for the following measures:</p> <table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Student Safety</td><td>4.16</td><td>4.70</td></tr><tr><td>Student Distress</td><td>5.75</td><td>6.00</td></tr><tr><td>Student Morale</td><td>5.77</td><td>6.00</td></tr></table> <p>-</p> <p>Improve % endorsement in the Staff Climate survey to the 2014 state mean for the following measures:</p> <table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Parent and Community Involvement</td><td>43%</td><td>79%</td></tr><tr><td>Collective Responsibility</td><td>49%</td><td>89%</td></tr><tr><td>Staff Trust</td><td>40%</td><td>72%</td></tr></table> <p>Improve Parent Opinion survey data for the following measures:</p> <table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Approachability</td><td>5.70</td><td>6.00</td></tr><tr><td>Reporting</td><td>5.25</td><td>5.60</td></tr><tr><td>General Satisfaction</td><td>5.89</td><td>6.10</td></tr><tr><td>Parent Input</td><td>5.41</td><td>5.75</td></tr></table>		2014	2018	Student Safety	4.16	4.70	Student Distress	5.75	6.00	Student Morale	5.77	6.00		2014	2018	Parent and Community Involvement	43%	79%	Collective Responsibility	49%	89%	Staff Trust	40%	72%		2014	2018	Approachability	5.70	6.00	Reporting	5.25	5.60	General Satisfaction	5.89	6.10	Parent Input	5.41	5.75	<p>Implementation and Support Plan</p> <p>Strategically monitor and evaluate the effectiveness of resource allocation to priority areas.</p> <p><i>Build a whole school structure that provides effective communication and embraces feedback from the community.</i></p> <p><i>Build capacity of Leadership Team through a distributed leadership model to drive school improvement</i></p>
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School Strategic Plan 2016- 2019: Indicative Planner

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

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement Build teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations.	Year 1	<ul style="list-style-type: none"> • Source examples from other schools of what high quality teaching, learning, assessment and reporting looks like • Develop a professional learning schedule based on staff needs • Establish learning community of schools we work with for observation sessions and feedback • Staff participate in Peer Observations both internal and external (at other schools) • Share feedback on the learning 	<ul style="list-style-type: none"> • Professional Learning Plan completed for each staff member with clear actions outlined • Whole school expectations established and agreed upon • Staff working together each term to continue developing and implementing the next step of their personal action plan • Staff progressing through their Professional Learning action plan goals • Staff having participated in observations and feedback sessions each term • Staff sharing at staff meetings how these sessions have impacted upon their practice with robust conversations about where to next

	Year 2	<ul style="list-style-type: none"> • Provide staff with PD on areas identified through Professional Learning plan • Every staff member participates in at least one observation per term • Review the current assessment and reporting process and revise to ensure it is in line with whole school expectations (Insight Pilot program to support this) 	<ul style="list-style-type: none"> • Teachers participate in PD focussed on the needs identified • Teachers participate in Peer Observation sessions each term • A new Assessment and Reporting process is agreed upon and established
	Year 3	<ul style="list-style-type: none"> • Continue to provide staff with required PD to address Professional Learning Plan • Continue to participate in Peer Observation sessions • Ensure that the revised reporting and assessment process is maintained 	<ul style="list-style-type: none"> • Teachers continue to participate in relevant PD and provide feedback on how it is impacting their work • Staff continue to participate in Peer Observation sessions • Revised Assessment and Reporting process is fully implemented
	Year 4	<ul style="list-style-type: none"> • Evaluate the impact of Professional Learning action plans over the cycle in light of building teacher capacity to meet the KIS. • Review the effectiveness of Peer Observations and refine where necessary • Evaluate the changes to Assessment and Reporting practices 	<ul style="list-style-type: none"> • Program evaluated, analysed and adjusted • Peer Observation practices are reviewed and refined • In light of student outcomes and parent opinion data, refine Assessment and Reporting practices
<p>Achievement</p> <p>Build and document the guaranteed and viable curriculum– the school’s core curriculum outlined with a clear guide for teachers of what students need to learn in order to be successful.</p>	Year 1	<ul style="list-style-type: none"> • Research models for documenting how literacy and numeracy will be taught at EPS • Update the 3 year cycle Scope and Sequence documentation • Establish a data tracking system to analyse and monitor data • Develop and agreed and documented understanding of how learning intentions and success criteria are used 	<ul style="list-style-type: none"> • Literacy instructional model written and being implemented • Updated Scope and Sequence in use • Data tracking system agreed upon and in use • Learning intentions and success criteria beginning to be used

	Year 2	<ul style="list-style-type: none"> Continue with research into instructional models Maintain the data tracking system Provide staff with PD on learning intentions and success criteria Begin to implement learning intentions and success criteria 	<ul style="list-style-type: none"> Numeracy instructional model written and being implemented Data tracking system remains in use and data drawn upon for planning and teaching Staff participate in PD Clear evidence of learning intentions and success criteria in use
	Year 3	<ul style="list-style-type: none"> Continue to implement the literacy and numeracy instructional models Maintain use of the data tracking system Continue to implement learning intentions and success criteria 	<ul style="list-style-type: none"> Clear evidence of both models in use. Collect feedback as we go. Data tracking system remains in use and data used to inform practice Clear evidence of success criteria and learning intentions in use in each room
	Year 4	<ul style="list-style-type: none"> Evaluate the literacy and numeracy instructional models. Refine where required Review the effectiveness of the data tracking system and consider options for improvement Reflect upon the use of learning intentions and success criteria and what the impact has been. Revise if necessary 	<ul style="list-style-type: none"> Literacy and numeracy instructional models reviewed and updated as required Data tracking system feedback implemented Analysis of impact of learning intentions and success criteria completed and shared
Engagement Research, plan, document, communicate and implement whole school strategies to engage students, parents and the community as authentic partners in learning.	Year 1	<ul style="list-style-type: none"> Develop and implement the Learners for Life and CARE initiatives to raise school profile in the community Share past results of Student Survey with students Develop Rights and Responsibilities handbook with School Council Investigate the development of a F-4 system for providing feedback Establish personal learning goals for students – every child, every term. 	<ul style="list-style-type: none"> L4L and CARE initiatives developed and in place Fortnightly entries into the EPA (local magazine) Data placed in the hands of students and feedback collected from them Rights and Responsibilities handbook developed and in use F-4 system of feedback / survey being developed at a staff level Personal Learning goals in place for all students
	Year 2	<ul style="list-style-type: none"> Continue to implement CARE and L4L initiatives 	<ul style="list-style-type: none"> CARE and L4L initiatives still in place Survey results shared and feedback

		<ul style="list-style-type: none"> Continue to place data in the hands of students, sharing survey results Implement the Rights and Responsibilities handbook Implement the F-4 feedback system Maintain the use of personal learning goals for every student 	<p>collected. Relevant feedback acted upon where possible.</p> <ul style="list-style-type: none"> Rights and Responsibilities handbook still in use Data collected from F-4 feedback system and compared to 5/6 data Personal learning goals in place for every student
	Year 3	<ul style="list-style-type: none"> Continue to implement CARE and L4L initiatives Continue to implement the Rights and Responsibilities handbook Continue to implement the F-4 feedback system Continue to develop personal learning goals for every student 	<ul style="list-style-type: none"> Begin to implement community project per term, inviting the community to participate in specific events at the school, eg. keep the treadmill running for 24 hours to raise funds for charity. F-4 feedback analysed and acted upon where possible Personal learning goals remain in place for every student
	Year 4	<ul style="list-style-type: none"> Review the success of the CARE and L4L initiatives. Evaluate, with School Council, the relevance of the Rights and Responsibilities handbook and update as required Analyse the data collected from the F-4 feedback surveys and document Survey staff, students and families to collect data on the effectiveness of personal learning goals 	<ul style="list-style-type: none"> Program analysed, evaluated and adjusted Handbook updated as required All student data, F-6, collated and analysed. Trends noted and action plan developed Survey data from all groups collected, analysed and shared
<p>Wellbeing</p> <p>Build a safe, focussed and stimulating learning environment.</p>	Year 1	<ul style="list-style-type: none"> Develop an agreed protocol for managing and responding to student absences Introduce Seesaw app so that parents have increased access to student activities and data, resulting in increased connectedness to the school. Establish agreement as to how often / minimum use. Determine staff member to lead this 	<ul style="list-style-type: none"> Protocol agreed to and in place Seesaw app in use Action plan developed and in use

		<ul style="list-style-type: none"> Develop an action plan to support staff to understand the staff survey 	
	Year 2	<ul style="list-style-type: none"> All staff implement the attendance protocols All staff maintain the Seesaw app. Leader to attend relevant PD Implement the action plan to support staff with the staff survey 	<ul style="list-style-type: none"> Attendance protocols in use by all staff including BM Seesaw leader in place and tracking use. Attending relevant PD Staff action plan implemented
	Year 3	<ul style="list-style-type: none"> Continue to implement the attendance protocols. Follow up with all staff, including BM, to ensure coding is accurate Seesaw app maintained and leader to provide regular updates / PD to staff and track its use Reflect upon staff survey data and continue with action plan 	<ul style="list-style-type: none"> Attendance protocols remain in use. Coding followed up Seesaw leader provides regular PD to staff and continues to monitor its use Action plan maintained
	Year 4	<ul style="list-style-type: none"> Analyse attendance data Seek feedback from parents and staff re Seesaw app Analyse staff survey data 	<ul style="list-style-type: none"> Attendance protocols reviewed in light of data collected. Refined and adjusted Seesaw feedback reviewed by staff and acted upon – consider updating / maintaining Staff survey data trends discussed and action plan developed
Wellbeing Implement a positive behaviours framework as a whole school approach.	Year 1	<ul style="list-style-type: none"> Explore the development of a restorative justice type philosophy across the school when managing student behaviour Focus on explicit teaching of school values and connected behaviours in line with teaching from SWPBS programs Revise the school values to be easier to recall Develop structured and levelled behaviour management consequences 	<ul style="list-style-type: none"> A range of restorative justice type philosophies observed / collected SWPBS programs referred to in order to establish a protocol for teaching school values School values revised Consequences developed and shared
	Year 2	<ul style="list-style-type: none"> Philosophies analysed and a process developed to manage student behaviour Protocol established for teaching school values explicitly Revised school values referred to consistently 	<ul style="list-style-type: none"> Process for managing student behaviour in place and consistently referred to Values referred to regularly and taught according to the protocol Behaviour management consequences

		<ul style="list-style-type: none"> and included in all communications Behaviour management consequences matrix shared with students and families, and in use. 	displayed around the school, in the Newsletter and referred to in discussions with students and families
	Year 3	<ul style="list-style-type: none"> Continue to draw upon student behaviour management processes Continue to explicitly teach school values according to the protocol Maintain the use of behaviour management consequences matrix 	<ul style="list-style-type: none"> Process is used consistently across the school All students and families are familiar with the school values and what they look like All students and families are familiar with the behaviour consequences matrix, and these are consistently applied.
	Year 4	<ul style="list-style-type: none"> Review the student behaviour management processes Revisit the values protocol Review student behaviour consequences matrix 	<ul style="list-style-type: none"> Process is analysed and modifications made as required. Reviewed and approved by School Council Protocol is revisited and updated to include current thinking Matrix is reviewed and modified as required. Approved by School Council
Productivity Implement the school ICT Progression Implementation and Support Plan	Year 1	<ul style="list-style-type: none"> Collect examples of e-learning visions from other schools and draw upon these to develop our own Begin to establish an ICT curriculum Investigate options to improve the school website 	<ul style="list-style-type: none"> Examples collected and shared with staff. ICT curriculum examples considered and reviewed Discussion at staff level regarding the website
	Year 2	<ul style="list-style-type: none"> E-learning vision developed with staff ICT curriculum draft developed and trialled Act upon staff suggestions re website. Draw school council and the local community into the discussion in seeking assistance 	<ul style="list-style-type: none"> Document e-learning vision Document draft ICT curriculum at each AusVELS level Develop an action plan for improving the school website, drawing upon suggestions gathered
	Year 3	<ul style="list-style-type: none"> Implement the e-learning vision Continue to implement the ICT curriculum draft, collecting feedback Begin with the website action plan 	<ul style="list-style-type: none"> E-learning vision in place ICT curriculum draft implemented by all staff and feedback collected Website action plan up and running

	Year 4	<ul style="list-style-type: none"> • Revisit the e-learning vision. Review • Collect feedback regarding the ICT draft • Collate data regarding website traffic 	<ul style="list-style-type: none"> • Review the vision and update as required • Analyse the feedback collected and update the ICT draft to be used as an ongoing curriculum document. • Analyse data regarding the website traffic. Share with staff and school council
Productivity Strategically monitor and evaluate the effectiveness of resource allocation to priority areas	Year 1	<ul style="list-style-type: none"> • Collect data from the following: staff opinions survey (school climate), Parent opinion survey (general satisfaction), Student feedback (survey monkey and student opinions 5/6); school council (Survey Monkey) 	<ul style="list-style-type: none"> • .Positive data from the tools listed will inform us as to whether we have been successful in these areas • Budget data will inform us regarding finance
	Year 2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Year 3	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Year 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •