



Department of
Education & Training





Black Hill
Primary School

School Strategic Plan for
Black Hill Primary School
2043
2016-2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name: Donna Bishop</p> <p>Date...10/02/2016</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name.. Julian Govan.....</p> <p>Date.....18/02/2016.....</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.....</p> <p>Date.....</p>
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Legislative context for endorsement

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."

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.

School Profile

Purpose	<p>Black Hill Primary School offers learning and teaching programs that values every student as an individual. We are committed to providing personalised educational outcomes for all students, delivered through a differentiated curriculum focusing on each student's 'point of need'. We strive for a rigorous and thorough assessment regime that caters for the learning needs of all students. Black Hill Primary School aims to prepare students for the global world in which they live; enhancing their learning and delivering a well-rounded education focusing on personal growth and wellbeing in a vibrant, safe and caring environment.</p>
Values	<p>Our values reflect our culture in which Excellence in Education is prized and Aspiration, Respect, Integrity, Responsibility and Teamwork form the basis of all that we do. <i>Our community, working together to achieve...</i></p>
Environmental Context	<p>Black Hill Primary School is located in Chisholm Street, approximately three kilometres from the city centre of Ballarat. Black Hill is the largest of six primary schools within close proximity, with a total enrolment of 532 students from Foundation-Year 6 in 2016. The school has diverse population of students that are reflective of the Ballarat community ranging from welfare dependent to professional with the majority of families in the upper end of the socio economic spectrum. The parents are active participants in the school with high expectations for their children's education. Black Hill Kindergarten is an integral part of our school with its student enrolments, staffing, finance and administration all undertaken by the school. Black Hill Primary School is the preferred schooling option for around 40 out of the total of 50 students enrolled at the kindergarten.</p>
Service Standards (optional)	<ul style="list-style-type: none"> • The school provides safe and supportive learning environments. • The school promotes a culture where students are at the centre of all that we do. • All students have access to a Guaranteed and Viable Curriculum. • All students receive personalised learning and feedback. • The school commits to the active sharing of its values to ensure school community engagement. • Parents are engaged regularly when their child does not behave in a socially acceptable manner. • The school engages with families to build strong home-school partnerships. • The school works closely with disadvantaged and vulnerable families. • The school embraces the wider community to influence global citizenship.

Strategic Direction

Achievement

Achievement refers to both the absolute levels of learning attainment and 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.

Goal	Targets	Key improvement strategies																																																							
To improve student learning growth in English and Mathematics.	<p>AUSVELS / Victorian Curriculum All children will demonstrate 12 months or higher growth in their learning based on the Victorian Curriculum or for students at risk or PSD students their Individual Learning Plan (ILP) goals.</p> <p>NAPLAN Increasing percentage of students achieving medium to high growth on NAPLAN relative growth reports in Reading, Writing and Number.</p> <p>Year 3 to 5 Relative Growth Benchmark 2015</p> <table border="1"> <thead> <tr> <th>Domain</th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th></th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59.6%</td> <td>21.5%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>51.5%</td> <td>9.1%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number</td> <td>48.4%</td> <td>20.3%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Domain	2015		2016		2017		2018		2019			M	H	M	H	M	H	M	H	M	H	Reading	59.6%	21.5%									Writing	51.5%	9.1%									Number	48.4%	20.3%									<p>KIS 1: Further develop the capacity of staff to effectively identify, analyse and evaluate data to inform consistent whole school, team level and individual planning and teaching practices.</p> <p>KIS 2: Develop a sustainable and rigorous team log process within each PLT.</p>
	Domain	2015		2016		2017		2018		2019																																															
	M	H	M	H	M	H	M	H	M	H																																															
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	<p>Teaching and Learning To document an Instructional Model for Black Hill that outlines how we differentiate and personalise student learning.</p> <p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> Teacher Effectiveness benchmark 2014: 4.31 Stimulating Learning benchmark 2014: 4.03 <p>To improve scores in Parent Opinion Survey</p> <ul style="list-style-type: none"> Stimulating Learning benchmark 2015: 5.81 General satisfaction benchmark 2015: 5.85 	<p>KIS 3: To develop, implement and embed a whole school teaching and learning approach to English and Mathematics.</p> <p>KIS 4: To investigate New Pedagogies for Deep Learning to engage and challenge students using digital technology.</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.

If the school has a consistent and agreed approach to teaching and learning that addresses students' individual learning needs at its core, student learning outcomes will improve and all students will achieve their full potential.

Achievement

Key improvement strategies	Actions	Success criteria
<p>KIS 1: Further develop the capacity of staff to effectively identify,</p>	<p>Year 1</p> <ul style="list-style-type: none"> Build capacity of all staff to understand, analyse and implement agreed essential assessment tools 	<p>Teachers can utilise data to triangulate student's achievement data and make consistent on balanced</p>

<p>analyse and evaluate data to inform consistent whole school, team level and individual planning and teaching practices.</p> <p>KIS 2: Develop a sustainable and rigorous team log process within each PLT.</p>		<p>including <i>calculating Effect Size and tracking learning growth</i>. (Teachers know their impact).</p> <ul style="list-style-type: none"> Investigate a process for recording all assessment data in a format and in a place that is accessible to all staff. Develop Team PLT mentors leadership capacity through coaching as a group and individually. Develop a common Team log process to address student learning needs. 	<p>judgements on student achievement in consultation with the leadership team and team mentors</p> <p>Students' growth is tracked, documented and reported.</p> <p>Teacher planning and team logs reflect that students are supported at their 'point of need' through the use of data.</p> <p>PLT mentors complete VIA character strengths survey / AITSIL 360⁰ leadership survey</p> <p>A team log process is agreed and documented all staff are participating and have access to shared team logs.</p>
	Year 2	<ul style="list-style-type: none"> Continue to build the capacity of staff to understand, analyse and implement agreed essential assessment tools. (Teachers know their impact) Evaluate the use and purpose of agreed assessment tools and how they are used. Review assessment schedule. Develop Team PLT mentors leadership capacity through coaching. Effectively use and evaluate Team Logs protocols and processes. 	<p>An understanding of assessment practices which inform planning and personalised student learning is established across the whole staff.</p> <p>Student growth is at the core of all professional conversations. Teachers know their impact and can discuss growth and effect size which becomes an integral part of PLT discussions through Team Logs.</p> <p>PLT mentors revisit /complete VIA character strengths survey / AITSIL 360⁰ leadership survey</p>
	Year 3	<ul style="list-style-type: none"> Whole school implementation of agreed assessment schedule. Whole school analysis of student learning data to track ongoing growth. Develop Team PLT mentors leadership capacity through coaching. Whole school implementation of Team Logs at PLT Meetings. 	<p>Students' growth will be evident in teacher performance goals and reported on through Team Logs and performance review processes.</p> <p>Student assessment data is shared across the school in PLT meetings.</p> <p>PLT mentors revisit /complete VIA character strengths survey / AITSIL 360⁰ leadership survey</p>
	Year	<ul style="list-style-type: none"> Evaluate the impact of all 	100% of staff utilising the

	4	data sources that have been used throughout the school to inform planning, teacher instruction and learning growth.	agreed school assessment tools to successfully measure teacher impact and student learning growth as evidenced in the schools recording of assessment data.
KIS 3: To develop, implement and embed a whole school teaching and learning approach to English and Mathematics	Year 1	<ul style="list-style-type: none"> • Develop Curriculum leaders' capacity to lead improved instructional practice. • Research and develop an agreed instructional teaching and learning model and lesson structure. • Develop and refine a guaranteed and viable curriculum F-10. • Using AITSL and Harvard Data Wise create an understanding of Peer Observation as an improvement strategy. • Research and then agree on a set of go to resources that inform teaching and learning. 	<p>Curriculum leaders complete VIA character strengths survey / AITSIL 360⁰ leadership survey A developmentally appropriate and consistent approach to teaching and learning is developed and documented.</p> <p>The school curriculum is tracked to examine each student's access to essential elements. The school's curriculum addresses important 21st century skills and capabilities. 'I can' statements are linked to the Victorian Curriculum to plan and set student learning goals.</p> <p>Staff consultation and agreements on Peer Observation are recorded in the PLC minutes.</p> <p>Agreed references are visible and utilised for planning, Team Logs and teaching.</p>
	Year 2	<ul style="list-style-type: none"> • Develop Curriculum leaders' capacity to lead improved instructional practice. • Use and evaluate the agreed instructional teaching and learning model. • Use and evaluate the guaranteed and viable curriculum F-10, ('I can' statements) linked to the Victorian Curriculum. 	<p>PLT mentors revisit /complete VIA character strengths survey / AITSIL 360⁰ leadership survey Consistent approaches to teaching and learning are based on evidence based practice and consistent between classrooms across the school.</p> <p>'The school curriculum is audited to examine each student's access to essential elements. The school's curriculum addresses important 21st century skills and capabilities. 'I can' statements are utilised to inform learning intentions and set learning goals.</p>

		<ul style="list-style-type: none"> Peer Observations processes and protocols are agreed and staff participate in professional learning on observing without judging and providing peer feedback. Use and evaluate agreed resources that inform teaching and learning. 	<p>The professional learning schedule reflects learning on Peer Observation and peer feedback</p> <p>Agreed references are visible and utilised for planning, Team Logs and teaching.</p>
	Year 3	<ul style="list-style-type: none"> Develop Curriculum leaders' capacity to lead improved instructional practice Whole school implementation of the agreed instructional teaching and learning model. Embed the guaranteed and viable curriculum across the whole school ('I can' statements) linked to the Victorian Curriculum. Peer Observation is scheduled on the timetable for all staff. Embed agreed teaching and learning resources across the school. 	<p>PLT mentors revisit /complete VIA character strengths survey / AITSIL 360^o leadership survey</p> <p>Publication of a comprehensive and viable instructional teaching and learning model. Publication of a guaranteed and viable English and Mathematics curriculum.</p> <p>Staff report refining and reflecting on their practice through the Team Log process and Peer Observation.</p> <p>An increased knowledge of essential resources is evident in team log conversations and referenced in the logs.</p>
	Year 4	<ul style="list-style-type: none"> Evaluate the impact of the agreed instructional teaching and learning model. Evaluate the impact of the agreed 'I can' statements. Evaluate the impact of Peer Observations. Evaluate and measure the impact of resources on teacher instruction and student learning. 	<p>A reflective, optimistic and aspirational learning community is evident in student, staff and parent surveys.</p> <p>Data is collected and presented for evaluation by staff on the impact of key improvement strategies.</p>
KIS 4: To investigate New Pedagogies for Deep Learning to engage and challenge students using digital technology.	Year 1	<ul style="list-style-type: none"> Development of Digital Technologies curriculum and pedagogy. Professional development for staff, students and parents on the use of I- 	<p>Evidence based pedagogical approaches to learning and teaching with digital technologies documented in teacher planning.</p> <p>Digital Technologies are evident in teaching and</p>

		<p>pads within the classroom as learning and teaching tools.</p> <ul style="list-style-type: none"> • Staff complete e-potential survey 	<p>learning planning and integrated across the curriculum.</p> <p>Students demonstrate skills in higher order thinking, decision making, collaboration, creativity and problem solving.</p>
	Year 2	<ul style="list-style-type: none"> • Digital Learning Leader is identified to support teacher development in the use of digital technologies via the SAMR model. 	<p>BYOD 1:1 teacher practice documented and embedded.</p> <p>Staff complete e-potential survey and reflect on personal growth.</p>
	Year 3	<ul style="list-style-type: none"> • Digital Learning Leader to support teacher development in implementing the use of digital technologies via the SAMR model. • Investigate online assessment tools that allow ongoing tracking of student growth, feedback to students and communication with parents / guardians (seesaw / showbie) 	<p>Staff complete e-potential survey and reflect on change.</p> <p>Implementations of online assessment and feedback tools being used by staff, students and parents.</p>
	Year 4	<ul style="list-style-type: none"> • Review Action plans in response to student and parent feedback. 	<p>Staff complete e-potential survey and reflect on personal growth.</p> <p>Self-evaluation completed.</p>

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.

Goal	Targets	Key improvement strategies
<p>To increase students' connectedness to school, motivation and involvement in their learning.</p>	<p>To achieve growth in Student Attitudes to School Survey for: (no data available 2015)</p> <ul style="list-style-type: none"> • School Connectedness 2014 benchmark 4.27 • Connectedness to Peers 2014 benchmark 4.21 • Student Motivation 2014 benchmark 4.54 • Learning Confidence 2014 benchmark 4.06 <p>To maintain or achieve growth in Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • School connectedness 2015 benchmark 5.83 • Connectedness to Peers 2015 benchmark 5.62 • Student motivation 2015 benchmark 5.51 • Learning Focus 2015 benchmark 5.93 • Parent input 2015 benchmark 5.53 • Approachability 2015 benchmark 5.78 • Reporting 2015 benchmark 5.61 <p>Reduced <i>unexplained</i> absences 2015 benchmark 4.9 (mean number of days / student)</p>	<p>KIS 1: Define and implement opportunities for authentic student voice.</p> <p>KIS 2: Build a shared understanding of what effective feedback looks like at Black Hill Primary School.</p> <p>KIS 3: Continue to strengthen the supportive school culture that fosters positive and productive relationships between staff, students, parents and the wider community.</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.

If we develop and implement authentic feedback skills and opportunities (teacher / student, student / teacher, teacher / teacher, parent / teacher and leadership) students' motivation to learn, as well as their active involvement in learning will increase.

Engagement

Key improvement strategies	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.	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.	
KIS 1: Define and implement opportunities for authentic student and parent voice.	Year 1	<ul style="list-style-type: none"> • Research, understand and agree how to gather and use student and parent voice and feedback. • Review reporting processes and practices to be inclusive of student voice through 3 way conferences. 	<p>Students and parents are empowered and build school pride by participating in school life in an active and enthusiastic manner as reflected in parent and student surveys.</p> <p>3 way conferences are in place and students can articulate knowing where they are in their learning and what they need to do to improve.</p>
	Year 2	<ul style="list-style-type: none"> • Trial and evaluate agreed use of student and parent voice and feedback. • Implement 3 way conferences as part of reporting schedule. 	<p>Student voice and feedback is utilised to enhance reporting and develop teaching and learning practices.</p>
	Year 3	<ul style="list-style-type: none"> • Document an action plan and annual schedule for gathering student and parent feedback. • Gather feedback on 3 way conference process from students and parents. 	<p>Student and parent feedback is collected regularly.</p> <p>Student voice and parent feedback is utilised to enhance the whole school effectiveness and make observable changes.</p>
	Year 4	<ul style="list-style-type: none"> • Evaluate impact of actions on engagement across the community. 	<p>A student and parent body that reports feeling being heard and valued.</p>
<p>KIS 2: Build a shared understanding of what effective feedback looks like at Black Hill Primary School.</p> <p>KIS 3: Continue to strengthen the supportive</p>	Year 1	<ul style="list-style-type: none"> • For school staff: continue to facilitate group based Peer Performance and Development goal setting and review process. • Provide professional learning on giving and receiving feedback between: teacher / teacher, teacher / student and student / teacher. • Unpack AITSL and how to use the Website to assist with Professional improvement. • Provide professional learning for teachers on how to utilise student learning data for timely feedback and to develop personalised learning goals. 	<p>Teachers using the Evidence Based Professional Learning Cycle to identify their professional learning needs.</p> <p>The professional learning plan reflects learning on using AITSL, giving and receiving feedback and developing student learning goals.</p> <p>Students report that they know their strengths and their future learning goals and can articulate these in conferences with their parents.</p> <p>Unexplained absences are reduced.</p>

school culture that fosters positive and productive relationships between staff, students, parents and the wider community		<ul style="list-style-type: none"> Implement current attendance policy and review strategies for reducing both student and staff absences. 	
	Year 2	<ul style="list-style-type: none"> Develop and document a community engagement plan utilising: <ul style="list-style-type: none"> Focus groups and 1:1 surveys to gauge and respond to parent and student opinion on key issues Continue to build and highlight school values across the school community. Reflect and refine the accountability of group and peer based Performance and Development processes. Trial and evaluate the uses of AITSL across the school. Utilise AITSL professional knowledge and development tools. Implement attendance policy and strategies. 	<p>The school calendar identifies the implementation of focus groups and surveys.</p> <p>Students, parents and staff can articulate the school values and what they look like in practice. Staff meet their performance goals, demonstrating student growth and achievement.</p> <p>Staff Performance and Development goals are aligned with AITSL and the AIP. Unexplained absences are reduced</p>
	Year 3	<ul style="list-style-type: none"> Embed the culture of group and peer based Performance and Development processes. Embed the use of AITSL to support and enhance teacher capacity. Embed the language of school values throughout the curriculum and school culture. Implement and review attendance policy 	<p>Staff meeting their performance goals, providing evidence to demonstrate student growth and achievement.</p> <p>Staff aligning their Performance and Development goals with AITSL and the AIP. Values education is evidenced in the school planning. Unexplained absences are reduced</p>
	Year 4	<ul style="list-style-type: none"> Measure the impact of all actions undertaken to facilitate knowledge and commitment to the school direction. 	<p>Self-evaluation on the shared understanding of the school goals is completed.</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.

Goal	Targets	Key improvement strategies
To continue to provide an inclusive, safe	<p>To improve scores in Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> Student Motivation 2014 benchmark 4.54 Student Morale 2014 	KIS 1: Investigate and implement a whole school approach to building

<p>and stimulating environment that promotes positive relationships within the school community.</p>	<p>benchmark 5.32</p> <ul style="list-style-type: none"> • Student Distress 2014 benchmark 5.41 <p>Decrease average of student and staff absence Student: 2015 benchmark 16.2 mean days /student Staff: 2015 benchmark 5.49 mean days / staff</p> <p>To improve scores in Staff Opinion Survey – Staff Safety and Wellbeing for:</p> <ul style="list-style-type: none"> • Staff Safety and Wellbeing Consultation and Participation 2015 benchmark 70.6 • Build Resilience and a Resilient Supportive Environment 2015 benchmark 69.52 	<p>wellbeing and resilience.</p>
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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.

If we develop a stimulating learning environment students will have positive learning experiences that support their development as a whole person.

Wellbeing

<p>Key improvement strategies</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>
<p>KIS 1: Investigate and implement a whole school approach to building wellbeing and resilience.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Review the Student Code of Conduct in line with the School Wide Positive behaviour strategy. • Develop and trial a documented school curriculum and references for the teaching of Personal and Social Capabilities (Victorian Curriculum) • Guaranteed and viable – investigate where personal and 	<p>An agreed approach to student expectations is documented and consistent language is evident by teachers in supporting the health, wellbeing, inclusion and engagement of students.</p> <p>Teacher planning will evidence the agreed personal and social curriculum</p> <p>Staff, student and parent opinion surveys.</p>

		<p>social capabilities (Victorian Curriculum) fit in the curriculum – complete a curriculum audit of what and where we are teaching personal and social capabilities at Black Hill Primary School.</p> <ul style="list-style-type: none"> • Develop an action plan providing professional learning on Personal and Social Capabilities learning for the staff. (Provide professional development on Component 2: Social and Emotional Learning – Kids Matter framework) • Develop and begin to implement action plan for the communication of the Personal and Social capabilities curriculum to our school community. 	<p>Social and emotional learning curriculum is documented and individual learning / behaviour plans developed for students at risk.</p> <p>Health and Wellbeing focus weeks and activities involving community members are planned.</p> <p>Student Risk Screening Scale (SRSS) is conducted three times a year to determine the number of students who are at risk for at risk behaviours both externalising and internalising.</p> <p>Personal and Social capabilities curriculum is documented and shared with the wider school community.</p>
	<p>Year 2</p>	<ul style="list-style-type: none"> • Implement the Personal and Social capabilities curriculum. • Develop a toolkit for students to have the skills to develop optimism and positive self-regulating behaviour. • Develop a matrix of expected behaviour for key areas of the school. • Develop and implement explicit teaching of social and emotional learning. • Develop and implement strategies to increase the connectedness of the school community to the wider community. • Define and implement school/ staff procedures to ensure common practices of mental health management. 	<p>Updated Student Code of Conduct is implemented, visible and all students can articulate the school wide expectations and school acknowledgement systems.</p> <p>Student Risk Screening Scale (SRSS) is conducted three times a year to determine the number of students who are at risk for at risk behaviours both externalising and internalising.</p> <p>Personal and Social capabilities curriculum is documented and shared with the wider school community. Individual learning / behaviour plans developed for students at risk.</p> <p>Staff can articulate and explain the key components of social and emotional development and link it to teaching practice.</p> <p>The students and staff can identify the school links to the wider community.</p> <p>Professional development on managing mental health issues is reflected in the school PD plan.</p>
	<p>Year 3</p>	<ul style="list-style-type: none"> • Implement explicit teaching of social and emotional learning and school values. 	<p>There is a documented action plan for ways to showcase and share how school values are demonstrated.</p>

			<p>Student Risk Screening Scale (SRSS) is conducted three times a year to determine the number of students who are at risk for at risk behaviours both externalising and internalising.</p> <p>Social and emotional learning curriculum is documented and individual learning / behaviour plans developed for students at risk.</p>
	Year 4	<ul style="list-style-type: none"> Measure the impact of all actions undertaken to facilitate knowledge and commitment to wellbeing. 	Self-evaluation completed.

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.

Goal	Targets	Key improvement strategies
<p>To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.</p>	<ul style="list-style-type: none"> Annual budgets reflect school priorities in line with the Strategic Plan. Staff Opinion Survey – Improvement in results in area of Collective efficacy. 2015 benchmark: 81.32 	<p>KIS 1: Develop and implement a sustainable workforce and budget plan that ensures the optimal allocation, monitoring and review of resources to best support the achievement of the goals and targets in the school’s Strategic Plan 2016-2019.</p>
	<ul style="list-style-type: none"> Improve scores in Staff Opinion Survey Professional Learning - Professional Learning overall score 2015 benchmark: 72.53 Renewal of knowledge and skills 2015 benchmark: 83.59 Collective participation 2015 benchmark: 70.48 Active participation 2015 benchmark: 65.77 	<p>KIS 2: Develop a plan to ensure the strategic provision of Professional Learning throughout the school community.</p>
	<ul style="list-style-type: none"> All staff will progress along the Digital technology continuum. Parent Opinion Survey – Improvement in results in area of Stimulating Learning 	<p>KIS 3: To ensure provision and effective use of Digital Technologies to support student learning.</p>

	<p>from 2015 benchmark: 5.81</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey - Improvement in results in area of Stimulating Learning from 2015 benchmark: 4.03 	
<p>Theory of action (optional)</p> <p><i>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.</i></p> <p>If the school utilises its resources effectively then we will be able to strategically deliver the desired outcomes in achievement, wellbeing and engagement.</p>		

Productivity		
Key improvement strategies	Actions	Success criteria
	<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 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> <ul style="list-style-type: none"> • Develop Student Resource Package (SRP) workforce planning 4 year plan • Coaching and Peer Observation are implemented and sustainable. • A sustainable middle order teacher leadership profile is established to support succession planning. • Student focus groups are conducted about key issues. • Teacher' and parents' feedback on key issues related to resources is gathered through a variety of methods. 	<ul style="list-style-type: none"> • Updated SRP 4 year work force planner to reflect changing needs in teaching and learning. • Coaching and Peer Observation are timetabled. • 4 year workforce plan shows financial sustainability of staffing with predicted enrolments. • Students, teachers and parents report that they have a voice in the school. (focus group) • An action plan is developed in response to feedback.
	<p>Year 2</p> <ul style="list-style-type: none"> • Review SRP workforce plan • Review and update Action plans in response to student and parent feedback. • Review roles and responsibilities in line with workforce plan and key improvement strategies. 	<ul style="list-style-type: none"> • Updated SRP 4 year work force planner to reflect changing needs in teaching and learning. • Roles and responsibilities are updated to reflect changes in staffing and annual implementation plan.
	<p>Year 3</p> <ul style="list-style-type: none"> • Review and update action plans in response to student, staff and 	<ul style="list-style-type: none"> • Students, teachers and parents report that they

		<ul style="list-style-type: none"> parent feedback Review roles and responsibilities in line with workforce plan and key improvement strategies. Review SRP workforce plan. 	<ul style="list-style-type: none"> have a voice in the school. (focus group) An action plan is developed in response to feedback.
	Year 4	<ul style="list-style-type: none"> Complete review of data and key improvement strategies in relation to Productivity. Review and update action plans in response to student, staff and parent feedback. 	<ul style="list-style-type: none"> Self-evaluation completed.
KIS 2: Develop a plan to ensure the strategic provision of Professional Learning throughout the school community.	Year 1	<ul style="list-style-type: none"> Budget allocation is provided to support infrastructure and professional learning. Develop and communicate a school Professional Learning Policy. Develop professional learning as the agreed key work of PLTs. 	<ul style="list-style-type: none"> Staff individual learning plans are aligned with the school's strategic plan. Professional Learning Policy is published. PLT minutes reflect professional learning as the key focus.
	Year 2	<ul style="list-style-type: none"> Use school data to identify foci for professional learning. Review PLT agenda in light of professional learning focus. 	<ul style="list-style-type: none"> A professional learning schedule is published that reflects needs identified in school data. A common PLT agenda is agreed and in practice across the school.
	Year 3	<ul style="list-style-type: none"> Develop and enact annual professional learning plans. Create and promote engagement in a professional library of agreed reference material. Identify and subscribe to academic journals that focus on teaching and learning. 	<ul style="list-style-type: none"> Staff identifies and reviews their individual professional learning needs in their performance planning. Agreed References are documented and form part of curriculum documentation. Staff actively participate in professional reading and discuss latest research findings.
	Year 4	<ul style="list-style-type: none"> Continue to enact and review professional learning plans. Report individual, group and whole school milestones related to professional learning and engagement. Complete review of data and key improvement strategies in relation to professional learning 	<ul style="list-style-type: none"> Self-evaluation completed.
KIS 3: To ensure the provision of resources to	Year 1	<ul style="list-style-type: none"> Trial and review BYOD 1:1 iPad implementation 3-6. Audit existing digital technologies existing in the school 	<ul style="list-style-type: none"> Feedback on BYOD program is documented and reflected in planning for the following year. Digital technologies are documented as to their use and storage recorded.

support student learning through the effective use of Digital Technologies.	Year 2	<ul style="list-style-type: none"> Review BYOD 1:1 iPad implementation F-6. Allocate a nominated Digital Learning Leader in each PLT to support teacher development in the investigation of digital technologies via the SAMR model. 	Feedback on BYOD program is documented and reflected in planning for the following year.
	Year 3	<ul style="list-style-type: none"> Complete a review 1:1 iPad practices F-6 using observation, surveys and focus groups. 	Review of iPad use across the school and its impact on learning is collected and shared
	Year 4	<ul style="list-style-type: none"> Complete review of data and key improvement strategies in relation to Productivity and ICT. 	Self-evaluation is completed.