

Milgate Primary School 5212

School Strategic Plan 2014 – 2017



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Debbie Mierisch</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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>

School Profile

<p>Purpose</p>	<p><i>The school's vision is:</i></p> <p>To provide a dynamic, inclusive learning environment that challenges students to become inquirers, thinkers and caring young people who are able to interact in the global society with respect and intercultural understanding.</p>
<p>Values</p>	<p>Our core values / attitudes guide the decisions and behaviours of all members of the school community.</p> <p><i>Appreciation</i> - Appreciating the wonder and beauty of the world and its people. <i>Commitment</i> - Being committed to their own learning, persevering and showing self-discipline and responsibility. <i>Confidence</i> - Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices. <i>Cooperation</i> - Cooperating, collaborating, and leading or following as the situation demands. <i>Creativity</i> - Being creative and imaginative in their thinking and in their approach to problems and dilemmas. <i>Curiosity</i> - Being curious about the nature of learning, about the world, its people and cultures. <i>Empathy</i> - Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others. <i>Enthusiasm</i> - Enjoying learning and willingly putting the effort into the process. <i>Independence</i> - Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments. <i>Integrity</i> - Being honest and demonstrating a considered sense of fairness. <i>Respect</i> - Respecting themselves, others and the world around them. <i>Tolerance</i> - Being sensitive about differences and diversity in the world and being responsive to</p>

	the needs of others.
Environmental Context	<p>Milgate Primary School is a community united by a commitment to learning built upon the fundamental core values. Enjoying a rich multicultural community, Milgate has a commitment to prepare our students with the attributes and competencies to become citizens of the global community.</p> <p>Milgate's Learning community is underpinned by strong school / community partnerships. The cohesive relationships within our school community celebrate diversity and student, staff and parent contributions are recognised, valued and essential to the success of our school.</p> <p>Social</p> <ul style="list-style-type: none"> • Milgate Primary School is an attractive school located in East Doncaster on Landscape Drive. Doncaster is located in the eastern suburbs of Melbourne approximately 20 km from the central business district. • The school is a dynamic learning community made up of a diversity of cultural and linguistic backgrounds. • The social and demographic factors that impact on the school include an SFO of 0.20. • The background of students reflects a cultural and social diversity and it is expected that this will continue to be a feature of the school's demographics. (45% of students come from countries outside Australia) • 15% of students are entitled to receive Educational Maintenance Allowance (EMA) and this is expected to remain similar over the next four years. • The majority of families have one or both parents / guardians working as professionals or business proprietors. • Parental involvement is a feature of the school and is strongly encouraged. • Enrolments have slightly decreased over the last few years due to changing demographics and are expected to remain stable over the next four years at around 450 - 500. It will be necessary to continue to market the school and its excellent programs in the community. • The school has a very professional staff team of teachers and ESOs who work together in teams to provide engaging and challenging learning opportunities for students. • The staff profile reflects an excellent balance of experience. <p>Educational:</p>

- Full implementation of the International Baccalaureate Primary Years Program and achievement of Authorisation as an IB school.
- A whole school focus on learning and teaching pedagogy and practice.
- An emphasis on building teacher capacity, capabilities and improved teacher skills through teacher coaching and other professional development.
- To develop a culture based on distributed leadership, strong teamwork and innovative practice.
- To continue to strengthen whole school professional learning teams.
- Increasing student voice as a tool to understand and inform learning.
- Continue to develop a wide range of assessment techniques including portfolios and student led conferences.
- Continual improvement in Learning Technology to improve the integration and embedding of LT into the curriculum.
- The school website will continue to be reviewed and upgraded.
- Continue to extend and strengthen the opportunities for international learning through our sister school in China and beyond.

Technological

- Students access high levels of ICT/Technology at school and at home.
- All students from Year 3-6 will participate in a 1:1 iPad program.
- There is an interactive whiteboard or data television in every classroom.
- Every student has access to a computer lab with thirty Macbook computers.
- Students in Years Prep – 2 have access to class sets of iPads and classroom computers.
- The infrastructure of the wireless network is continually reviewed and upgraded to meet the requirements of the school.

Environmental

- School grounds are well established with attractive gardens and continued planned development will occur in line with the school landscape plan over the next few years.
- Large undercover / sails shade areas are situated in various areas of the playground.
- All rooms are well-equipped and conducive to effective learning.
- A range of play spaces is provided for children including a grass oval, a synthetic turf soccer oval, three adventure

	<p>playgrounds and three basketball courts.</p> <ul style="list-style-type: none"> • All spaces are heated and air-conditioned. • The school's grounds and facilities will continue to be maintained and upgraded as required.
Service Standards	<p>The school serves a community of students who come from a diverse range of cultural backgrounds with diverse learning needs.</p> <p>The school will provide:</p> <ul style="list-style-type: none"> • A learning environment where there is a high expectations for all students. • A Differentiated teaching and learning program to cater for individual learning needs. • An exemplary learning program which is regularly reviewed to provide for learning in the 21st century and beyond. This will include a focus on communication skills and international mindedness. • A focus on developing the whole child in an inclusive environment. This will include the social, emotional, physical and academic development of every child. • A welcoming environment where parents and the wider community are encouraged to participate in a wide range of school and community events.

Strategic Direction

	Goals	Targets	Key Improvement Strategies																								
<p>Student 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>Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and are able to contribute to and benefit from a stimulating 21st Century learning environment.</p> <p>To improve the English and Mathematics learning outcomes for all students from Prep – Year 6.</p>	<p>By 2017:</p> <ul style="list-style-type: none"> 60% of deemed capable students Prep – Year 6 to be rated A or B in strands of English and Mathematics - Number & Algebra, Reading and Viewing, Writing, Speaking and Listening. Increase the percentage of students in the NAPLAN “High Relative Growth” category to 40% in Reading, and 50% in Numeracy. <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27</td> <td>40</td> </tr> <tr> <td>Numeracy</td> <td>44</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Achieve at least a 1.2 growth in NAPLAN means for matched cohorts years 3 – 5. <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.78</td> <td>1.2</td> </tr> <tr> <td>Spelling</td> <td>1.21</td> <td>1.2</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>0.76</td> <td>1.2</td> </tr> <tr> <td>Numeracy</td> <td>1.07</td> <td>1.2</td> </tr> </tbody> </table>		2013	2017	Reading	27	40	Numeracy	44	50		2012	2017	Reading	0.78	1.2	Spelling	1.21	1.2	Grammar and Punctuation	0.76	1.2	Numeracy	1.07	1.2	<p>Continue to build teacher capacity in classroom instruction.</p> <p>Embed formative assessment and collaborative analysis of data to inform teaching</p>
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Student Engagement																					
<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>To develop highly motivated, inspired and engaged students</p> <p>To continue to increase family and community engagement in the school</p>	<p>The following are intended as a guide:</p> <p>To improve the following measures (or their equivalents) in the Staff Opinion Survey(to be added in 2014 / 2015)</p> <ul style="list-style-type: none"> Variables related to Teaching and Learning (Student Motivation, Student Expectations, teacher Confidence and Quality Teaching) to improve to be in the upper 25% of schools (75th percentile and above) <p>To improve the following measure in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> Stimulating Learning to improve to a mean of 6.0 by 2017. Student Motivation to improve to a mean of 5.9 by 2017. <table border="1" data-bbox="1093 823 1588 967"> <thead> <tr> <th></th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.82</td> <td>6.0</td> </tr> <tr> <td>Student Motivation</td> <td>5.74</td> <td>5.9</td> </tr> </tbody> </table> <p>To improve the following measure in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> Stimulating Learning to improve to a mean of 4.7 by 2017. Learning Confidence to improve to a mean of 4.5 by 2017. <table border="1" data-bbox="1093 1203 1588 1347"> <thead> <tr> <th></th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>4.56</td> <td>4.7</td> </tr> <tr> <td>Learning Confidence</td> <td>4.61</td> <td>4.7</td> </tr> </tbody> </table>		2013	2017	Stimulating Learning	5.82	6.0	Student Motivation	5.74	5.9		2013	2017	Stimulating Learning	4.56	4.7	Learning Confidence	4.61	4.7	<p>Further develop an innovative ICT environment to enhance learning, motivation and engagement.</p> <p>Plan for more customised learning, with higher levels of student responsibility for learning</p>
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<p>Student Wellbeing</p> <p>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>To continue developing highly, resilient and adaptive students</p>	<p>To improve the following measures in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> ▪ Student morale for Boys & Girls to 6.65 in 2017. ▪ Student Distress for Boys & Girls to 6.65 <table border="1" data-bbox="1093 395 1588 544"> <thead> <tr> <th></th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>6.50</td> <td>6.65</td> </tr> <tr> <td>Student Distress</td> <td>6.54</td> <td>6.65</td> </tr> </tbody> </table>		2013	2017	Student Morale	6.50	6.65	Student Distress	6.54	6.65	<p>Continue development of a positive culture particularly through continuing to build resilience</p>
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<p>Productivity</p> <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>To improve the allocation and performance of resources (human, financial, space and materials) to meet the priorities identified in the 2014 – 2017 School Strategic Plan and maximise learning outcomes for students.</p>	<p>To improve the following measures (or their equivalents) in the Staff Opinion Survey (to be added in 2014 / 2015)</p> <ul style="list-style-type: none"> • Feedback on performance for staff • Staff efficacy • Distributed leadership <p>Effective allocation of Resources for ICT as outlined in the eLearning plan.</p>	<p>Plan school wide resourcing to ensure it supports the strategic plan and enhances student-learning outcomes.</p> <p>Continue to enhance leadership, teamwork and accountability across the school.</p>									

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Continue to build teacher capacity in classroom instruction.</p> <p>Embed formative assessment and collaborative analysis of data to inform teaching</p>	Year 1	<p>PYP: Further develop and embed the PYP program across the school.</p> <ul style="list-style-type: none"> • Further develop and refine the PYP Action Plan for PYP Authorisation visit Term 3 2014. • Complete all work necessary to secure Authorisation. • Continue to refer to the Action Plan to ensure compliance and development of the IB PYP culture in the school community. • Professional development and planning sessions undertaken with Kath Murdoch to ensure increase in teacher capacity in relation to Inquiry learning strategies for the implementation of the IB PYP. • Regular professional learning as a whole staff and in professional learning teams undertaken using research based teaching practices. • Engage with the Global Education Project to increase global awareness of students and increase curriculum resources available to teaching staff. 	<ul style="list-style-type: none"> ▪ PYP Authorisation successful in Term 3 2014. • Development and meeting of targets set in Action Plan. • Professional development and planning sessions undertaken with Kath Murdoch to ensure increase in teacher capacity in relation to the implementation of the IB PYP. • All staff have attended regular professional learning using research based teaching practices. • IB PYP Planning documentation demonstrates increasing use of resources to develop and extend students global perspectives.

		<ul style="list-style-type: none"> • Review student performance data and identify areas of improvement for each cohort of students in the school and teaching teams work collaboratively to develop strategies for improvement in the target area. • Triad coaching model is used to link with Staff Professional Performance and goals are set and monitored by school leadership in line with the strategic plan. • Continue to directly share teaching practice through a comprehensive peer coaching program (triads) based on modelling, observation and evidence-based feedback. • Implement an induction program for graduate, new and returning staff <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Continue improving systems to record, track and regularly discuss students' results and progress. • Use accurate assessment data to improve 'point of need' intervention and planning of differentiated curriculum. • Identify students at risk and provide enhanced intervention and support for their learning– investigate programs that can be used and provide staffing and resources to conduct the programs. 	<ul style="list-style-type: none"> • Strategies developed in areas for improvement in the student performance target area as indicated through review of student achievement data. • Triad coaching model is used to link with Staff Professional Performance and goals are set and monitored by school leadership in line with the strategic plan. • Induction program documented and implemented for new staff
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		<p>MATHEMATICS:</p> <ul style="list-style-type: none"> • Review current mathematics pedagogy and approach. • Investigate the use of research based practices in the teaching of mathematics across the school. • Design a Milgate Instructional framework for teaching mathematics and decide on an approach in preparation for implementation in 2015. • Engage Mathematics specialists from the MAV to assist in designing professional learning in Mathematics. Work with MAV to undertake the learning. • Build teacher capacity in teaching Mathematics and provide professional learning. <p>ENGLISH:</p> <ul style="list-style-type: none"> • Research and make recommendations for a whole school philosophy and instructional approach for the teaching of reading. • Investigate whole school Reading approaches. • Build teacher capacity in teaching Reading / English and provide professional learning. 	<ul style="list-style-type: none"> • Review of current mathematics curriculum completed. • Visit other schools to explore Maths programs and pedagogy • Design and implement an instructional model of teaching mathematics. • Identify targeted professional development for staff in 2014 in the teaching of Mathematics. • All staff participate in Maths professional learning • Continue with current approaches to Reading and provide staff PD in readiness for implementation of a consistent approach to Reading across the school in 2015.
	Year 2	<ul style="list-style-type: none"> • Further develop and embed the PYP program across the school. 	

	<ul style="list-style-type: none"> • Develop agreed practices in relation to personalised learning, lesson structure and differentiation. • Plan for higher levels of learning about global issues and innovative means of communicating with communities around the world. • Triad coaching model is used to link with Staff Professional Performance and goals are set and monitored by school leadership in line with the strategic plan. • Review student performance data and identify areas of improvement for each cohort of students in the school and teaching teams work collaboratively to develop strategies for improvement in the target area. <p>PEDAGOGY</p> <ul style="list-style-type: none"> • Use whole school and team meetings to develop explicit agreements on how learning in all classrooms is personalised, curriculum in all classrooms differentiated and lessons in all classrooms structured with clearly articulated aspirational learning intentions and development of more challenging success criteria. • Continue to implement school-based P/L which is focussed on implementation of the PYP 	
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	<ul style="list-style-type: none"> • Continue to directly share teaching practice through a comprehensive peer coaching program (triads) based on modelling, observation and evidence-based feedback. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Continue improving systems to record, track and regularly discuss students' results and progress. • Use accurate assessment data to improve 'point of need' intervention and planning of differentiated curriculum. • provide enhanced intervention and support programs for students at risk in their learning. <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Analyse and implement the use of research based practices in the teaching of mathematics across the school. • Implement and trial a Milgate Instructional framework for teaching mathematics. • Build teacher capacity in teaching Mathematics and provide professional learning. • Review mathematics pedagogy and approach and continue to refine the mathematics curriculum. 	<ul style="list-style-type: none"> • School data is used to identify students "at risk " and specific programs and resources are targeted at these areas together with benchmarks for improvement. <ul style="list-style-type: none"> • Implement and trial agreed Maths instructional model. ▪ In professional learning teams use modelled lessons to exhibit the instructional model of teaching Mathematics.
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		<p>ENGLISH</p> <ul style="list-style-type: none"> • Implement and trial a whole school philosophy and instructional approach for the teaching of Reading. • Build teacher capacity in teaching Reading / English and provide professional learning. 	<ul style="list-style-type: none"> • Implement and trial agreed Reading instructional model.
	Year 3	<ul style="list-style-type: none"> • Regular professional learning undertaken and implemented using research based teaching practices as a guide. • Plan for higher levels of learning about global issues and innovative means of communicating with communities around the world. • Triad coaching model is used to link with Staff Professional Performance and goals are set and monitored by school leadership in line with the strategic plan. • Review student performance data and identify areas of improvement for each cohort of students in the school and teaching teams work collaboratively to develop strategies for improvement in the target area. 	

	<p>PEDAGOGY</p> <ul style="list-style-type: none"> • Use whole school and team meetings to develop explicit agreements on how learning in all classrooms is personalised, curriculum in all classrooms differentiated and lessons in all classrooms structured with clearly articulated aspirational learning intentions and development of more challenging success criteria. • Continue to implement school-based P/L which is focussed on implementation of the PYP. • Continue to directly share teaching practice through a comprehensive peer coaching program (triads) based on modelling, observation and evidence-based feedback. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Continue improving systems to record, track and regularly discuss students' results and progress. • Use accurate assessment data to improve 'point of need' intervention and planning of differentiated curriculum • Continue to provide enhanced intervention and support programs for students at risk in their learning. <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Fully implement a Milgate Instructional framework for teaching mathematics. 	<ul style="list-style-type: none"> • Review and document agreed Maths instructional model. • Documented Milgate Instructional framework for teaching Mathematics.
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		<ul style="list-style-type: none"> • Continue to build teacher capacity in teaching Mathematics and provide professional learning. <p>ENGLISH</p> <ul style="list-style-type: none"> • Fully implement a whole school philosophy and instructional approach for the teaching of Reading. • Continue to build teacher capacity in teaching Reading / English and provide professional learning. 	<ul style="list-style-type: none"> • Review and document agreed Reading instructional model. • Documented Milgate Instructional framework for teaching Reading.
	Year 4	<ul style="list-style-type: none"> • Regular professional learning undertaken and implemented using research based teaching practices as a guide. • Plan for higher levels of learning about global issues and innovative means of communicating with communities around the world. • Continue to implement school-based P/L which is focussed on development of the PYP. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Continue provide enhanced intervention and support programs for students at risk in their learning. 	<ul style="list-style-type: none"> • Review and analyse data from key improvement strategies.

		<p>MATHS</p> <ul style="list-style-type: none"> • Review whole school approach to Mathematics. • Continue to build teacher capacity in teaching Mathematics and provide professional learning. <p>ENGLISH</p> <ul style="list-style-type: none"> • Review the whole school philosophy and instructional approach for the teaching of Reading. • Continue to build teacher capacity in teaching Reading / English and provide professional learning. 	
<p>Engagement</p> <p>Further develop an innovative ICT environment to enhance learning, motivation and engagement.</p> <p>Plan for more customised learning, with higher levels of student responsibility for learning</p>	<p>Year 1</p>	<p>ICT</p> <ul style="list-style-type: none"> • Consistently use C21 technology (phones, Tablets etc) within classrooms and enhanced recording and communication platforms (blogs, Wikkis, web pages) to better connect students with their teachers, learning and the global community. • To investigate ways to continue to improve communication with members of the school community and to provide relevant information. • Introduction of Digital Excellence Program to ensure skill development of students and to support the cross curriculum opportunities for ICT in the broader curriculum. 	<ul style="list-style-type: none"> • Continue to monitor the implementation of the 1 to 1 iPad Program. • Support staff with ongoing peer professional development with iBreakfasts and teacher to teacher coaching model. • Implementation of Digital Excellence Program to ensure skill development of students and to support the cross curriculum opportunities for ICT in the broader curriculum.

	<p>RESPONSIBILITY AND DECISION MAKING</p> <ul style="list-style-type: none"> • Teachers make specific plans to provide enhanced feedback to students about their learning. • Continue to focus on teachers providing student feedback through observations and evidence-based feedback. • Increase student voice and capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge – continue to develop powerful (digital) student portfolios and engage students in 3-way student-led conferences. • Investigate different student led 3 ways conference models and devise one that fits Milgate PS to be implemented in 2015. • For students to continue Taking Action beyond the classroom related to their PYP Inquiry unit. • Student forum with Leadership to ask how they would like to be involved in the running of the school 	<ul style="list-style-type: none"> • Feedback for students as part of the Staff Performance Review Strategies • Student led conference model devised for Milgate PS and documented.
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		<p>CUSTOMISING LEARNING</p> <ul style="list-style-type: none"> • Review Individual Education Plans for students • Continue to differentiate activities and interventions in the classroom. <p>PARENTS AND THE COMMUNITY</p> <ul style="list-style-type: none"> • Explore innovative whole-school and classroom based strategies to increase family engagement and incorporating multi-cultural aspects. • Parent meetings now held at 3.00 pm to maximise attendance. 	<ul style="list-style-type: none"> • Review current individual and group learning plans and design a consistent school personalised learning format. • School policy developed in relation to personalised learning, lesson structure and differentiation.
	Year 2	<p>ICT</p> <ul style="list-style-type: none"> • Continue to use C21 technology within classrooms and enhanced recording and communication platforms (blogs, Wikkis, web pages) to better connect students with their teachers, learning and the global community. • Continued improvement of Digital Excellence Program to ensure skill development of students and to support the cross curriculum opportunities for ICT in the broader curriculum. • Use of curriculum resources in Digital Excellence to enhance the teaching and learning program. 	<ul style="list-style-type: none"> • Continue to monitor the implementation of the 1 to 1 iPad Program • Support staff with ongoing peer professional development with iBreakfasts and teacher to teacher coaching model. • Digital Excellence and cross curriculum areas documented in curriculum planning documents.

		<p>RESPONSIBILITY AND DECISION MAKING</p> <ul style="list-style-type: none"> ▪ Continue to focus on teachers providing student feedback through observations and evidence-based feedback. ▪ Increase student voice and capacity to negotiate learning and monitor acquisition of skills, competencies and knowledge. ▪ Implement student led 3 - way conferences. ▪ Continue to develop powerful (digital) student portfolios and engage students in 3-way student-led conferences ▪ For students to continue Taking Action beyond the classroom related to their PYP Inquiry unit. ▪ Involve students in more powerful goal target-setting using the existing portfolio format. ▪ To further develop the student forum with Leadership to ask how they would like to be involved in the running of the school. 	<ul style="list-style-type: none"> • Student focus groups to seek feedback from students about feedback, 3 way conferences and their learning. Use Student Attitudes to School data.
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		<ul style="list-style-type: none"> ▪ Greater student voice via student recommendations through the JSC – formalise process of student requests being considered and recognised at a leadership or school council level- students present ideas to the school council. <p>PARENTS AND THE COMMUNITY</p> <ul style="list-style-type: none"> • Explore innovative whole-school and classroom based strategies to increase family engagement including the multi cultural aspect. • Organise Parent Welcome back function of the first 2 weeks of term 1. • Develop a blog where parents can post questions about teaching and learning programs across the school. • Create a database of parent skills so they can be called upon to offer assistance during inquiries and school activities. 	<ul style="list-style-type: none"> • Staff required to provide examples of goal setting for students individually and student/teacher discussions about where a student needs to focus to improve their performance. <p>Student led 3-way conferences trialled.</p> <ul style="list-style-type: none"> • Conduct focus groups with parents from different cultures and collect ideas / data and devise an action plan. • Blog created and used for parents. • Database of parent skills created. Using these as relevant experts in the units of inquiry.
	Year 3	<p>ICT</p> <ul style="list-style-type: none"> • Continue to use C21 technology within classrooms and enhanced recording and 	<ul style="list-style-type: none"> • Review the 1-1 iPad program and Learning technologies in the school.

		<p>communication platforms (blogs, Wikkis, web pages) to better connect students with their teachers, learning and the global community.</p> <ul style="list-style-type: none"> • To continue to improve communication with members of the school community and to provide relevant information. • Continued improvement of Digital Excellence Program to ensure skill development of students and to support the cross curriculum opportunities for ICT in the broader curriculum. • Continued use of curriculum resources in Digital Excellence to enhance the teaching and learning program. <p>RESPONSIBILITY AND DECISION MAKING</p> <ul style="list-style-type: none"> • Review and refine student led 3 – way conferences • Review and further develop (digital) student portfolios and engaging students in 3-way student-led conferences. • Student voice via student recommendations through the JSC – formalise process of student requests being considered and recognised at a leadership or school council level- students present ideas to the school council. 	<p>Devise a plan for the future years.</p> <ul style="list-style-type: none"> • Review the Digital Excellence program and future use. • Review and document agreed student led 3 way conference model. • Review and document agreed digital portfolio process and expectations. • Document an agreed process for student requests being considered and recognised at a leadership or school council level.
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		<p>PARENTS AND THE COMMUNITY</p> <ul style="list-style-type: none"> • Further implement and develop whole-school and classroom based strategies to increase family engagement. 	
	Year 4	<p>ICT</p> <ul style="list-style-type: none"> • Consistently use C21 technology (phones, Tablets etc) within classrooms and enhanced recording and communication platforms (blogs, Wikkis, web pages) to better connect students with their teachers, learning and the global community. • To continue to improve communication with members of the school community and to provide relevant information. <p>RESPONSIBILITY AND DECISION MAKING</p> <ul style="list-style-type: none"> • For students to continue Taking Action beyond the classroom related to their PYP Inquiry unit. <p>PARENTS AND THE COMMUNITY</p> <ul style="list-style-type: none"> • Further implement and develop whole-school and classroom based strategies to increase family engagement. 	<ul style="list-style-type: none"> • Review and analyse data from key improvement strategies.
Wellbeing	Year 1	<ul style="list-style-type: none"> • Consistent implementation of the CASSE program • Investigate social skills programs for 	<ul style="list-style-type: none"> • Document the CASSE program and processes.

Continue development of a positive culture particularly through continuing to build resilience		<p>identified students at risk.</p> <ul style="list-style-type: none"> • Investigate Kids Matter as an overarching program for all others to link into. • Devise a program for the teaching of social skills / student wellbeing across the school. • Investigate Mentoring programs based on CASSE or PYP Attitudes with students in multi – age groups. 	<ul style="list-style-type: none"> • Train relevant staff in social skills teaching • Documented social skills program for trial in 2015. • Document a proposed student mentoring program to be trialled in 2015.
	Year 2	<ul style="list-style-type: none"> • Conduct research (eg. additional surveys, focus groups, literature reviews) to identify and then support increased levels of resilience • Develop social skills programs for identified students at risk. • Investigate Specific programs eg. Rock & Water, mentoring programs / male, female role models. • Trial Mentoring programs based on CASSE or PYP Attitudes with students in multi – age groups • Trial a consistent program for the teaching of social skills / student wellbeing across the school. • Develop a Parent Education Program including student resilience. 	<ul style="list-style-type: none"> • Data analysis in regard to resilience . Use of Student Attitudes to School Survey data. • Trial a social skills teaching skills programs for identified students at risk. • Trial the student mentoring program. <ul style="list-style-type: none"> • Analyse feedback from students and teachers. • Survey parents about Parent education programs. Use parent evaluations form each program.

	Year 3	<ul style="list-style-type: none"> • Continue specific programs eg. Rock & Water, mentoring programs / male, female role models. • Review Mentoring programs based on CASSE or PYP Attitudes with students in multi – age groups • Review the program for the teaching of social skills / student wellbeing across the school. 	<ul style="list-style-type: none"> • Review and document agreed all student wellbeing areas – mentoring program, social skills program.
	Year 4	<ul style="list-style-type: none"> • Review programs implemented eg. Rock & Water, mentoring programs / male, female role models. 	<ul style="list-style-type: none"> • Review and analyse data from key improvement strategies.
<p>Productivity</p> <p>Continue to enhance leadership, teamwork and accountability across the school</p>	Year 1	<ul style="list-style-type: none"> • Enhance provision of feedback to teachers as part of building a Performance and Development Culture. • Develop and trial a model of teacher observation by leadership. • Continue to enhance school-based leadership development and access by aspirants leaders to powerful external leadership programs. ▪ Development of a financial framework and detailed strategy that supports the full implementation of cutting edge ICT infrastructure, including BYO devices. 	<ul style="list-style-type: none"> • Trial the new performance and development process for staff. • Encourage potential leaders to undertake professional learning courses in leadership. • Include the ICT priorities as part of the school budgeting process.
	Year 2	<ul style="list-style-type: none"> • Enhance provision of feedback to 	

		<p>teachers as part of building a Performance and Development Culture.</p> <ul style="list-style-type: none"> • Term meetings with the school principal to discuss work performance, wellbeing and goal setting. • Implement a model of teacher observation by leadership. • Continue to enhance school-based leadership development and access by aspirants leaders to powerful external leadership programs. • Monitor the financial framework and detailed strategy that supports the full implementation of cutting edge ICT infrastructure, including BYO devices. 	<ul style="list-style-type: none"> • Fully implement the performance and development process with a focus on development. • Model of teacher observation by Leadership documented and trialled. • Encourage potential leaders to undertake professional learning courses in leadership. • Include the ICT priorities as part of the school budgeting process and align with the school eLearning Plan.
	Year 3	<ul style="list-style-type: none"> • Enhance provision of feedback to teachers as part of building a Performance and Development Culture. • Term meetings with the school principal to discuss work performance, wellbeing and goal setting. • Review model of teacher observation by leadership. • Continue to enhance school-based leadership development and access by aspirants leaders to powerful external 	<ul style="list-style-type: none"> • Feedback from staff re performance and development. Use relevant data from Staff Survey. • Review and document the Model of teacher observation by Leadership. Use relevant data from Staff Survey.

		<p>leadership programs.</p> <ul style="list-style-type: none"> • Monitor the financial framework and detailed strategy that supports the full implementation of cutting edge ICT infrastructure, including BYO devices. 	<ul style="list-style-type: none"> • Include the ICT priorities as part of the school budgeting process and align with the school eLearning Plan.
	Year 4	<ul style="list-style-type: none"> • Enhance provision of feedback to teachers as part of building a Performance and Development Culture. • Term meetings with the school principal to discuss work performance, wellbeing and goal setting. • Continue to enhance school-based leadership development and access by aspirants leaders to powerful external leadership programs. • Monitor the financial framework and detailed strategy that supports the full implementation of cutting edge ICT infrastructure, including BYO devices. 	<ul style="list-style-type: none"> • Review and analyse data from key improvement strategies.