Department of Education and Early Childhood Development

School Strategic Plan for

Cambridge Primary School

Western Metropolitan Region

2015-2018

Endorsement by School Principal	Signed…… Name Nadia Bettio Date April 23 2015
Endorsement by School Council	Signed…… Name: Reginald Stott Date April 23 2015 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed…… Name: Matt Dunkley Date……

School Profile Cambridge Primary school *Growth Through Learning*

Purpose	To provide a challenging and engaging learning environment which celebrates diversity and ensures our students aspire to achieve their highest potential academically, socially, emotionally and physically.
Values	Honesty Respect Caring Positivity Love of learning Resilience
Environmental Context	Cambridge Primary School is a multicultural community of 930 students from all around the world. We acknowledge the Kulin Nation as the traditional owners of the land. At Cambridge Primary School we believe all students can learn given time and the right conditions. We work hard to: ▪ create an inclusive and respectful environment that engages and challenges each student and nurtures their love of learning ▪ develop respectful, responsible, engaged citizens that are curious and valuable members of society At Cambridge we have high expectations of our learning community and a strong focus on teaching and learning. A caring and nurturing environment has been established based on our values of honesty, respect, caring, positivity, love of learning and resilience. Lifelong learning is seen as an important part of our culture. All staff are committed to their own professional growth and the school places a big emphasis on our performance and development culture through the setting of high expectations and goals, 1-1 coaching, whole school professional learning and building strong collaborative professional learning communities right across the school. We are committed to maintaining a high quality of education in partnership with students, parents, teachers and the wider community.
Service Standards	Cambridge Primary School fosters close links with parents and the broader school community through its commitment to open and regular communication. We promote and value learning as an ongoing, active, collaborative process with dynamic dialogue between teachers, students, staff, principal, parents and the wider school community, to promote the quality of learning and life within our school. Every aspect of our community nourishes learning and everyone who comes in contact with our school contributes and has a part to play within our learning community. The establishment of a school wide culture that makes collaboration expected, inclusive, genuine, ongoing and focused, on what matters, to improve student learning outcomes, has become our collective pursuit. All students have the opportunity to access to a broad, balanced and flexible curriculum including skills for learning and life and teachers work hard to ensure all students receive instruction that is adapted to their individual needs and provide timely and targeted feedback to students on their work.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
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.	Student learning outcomes will reflect higher than expected levels of AusVELS growth (or Individual Learning Plans goals) in reading, writing and number.	○ Increasing percentage of students achieving high learning gain on NAPLAN reports in reading, writing and number. **2014 Benchmarks** ○ Writing 29.97 ○ Spelling 19.63 ○ Reading 23.85 ○ Numeracy 29.91 ○ Increasing percentage of students achieving high growth in school-based assessments in reading, writing and number. • Teacher judgements will be consistent with the triangulation of NAPLAN results (or a similar standardised test) and school assessments for reading, writing and number. • Increasing growth on the Staff Opinion Survey on the dimensions of: ○ Collective efficacy **2014 benchmark 539** ○ Academic emphasis **2014 benchmark 541**	1. Develop curriculum maps in reading & viewing, writing, speaking & listening, numeracy and inquiry. 2. Develop and implement a whole school assessment schedule for literacy and numeracy. 3. Track and monitor student achievement using Student Performance Analyser (SPA) to ensure teaching occurs within the Zone of Proximal Development (ZPD) for each student. 4. Use SPA to set goals in all Individual Learning Plans (ILPs) for at risk students (12 months below and above expected levels). 5. Include clear learning intentions and success criteria for every literacy and numeracy lesson. 6. Set targets which reflect high expectations of all learners. 7. Develop, implement and embed a consistent whole school approach to teaching and learning based on the delivery of a differentiated curriculum to support and challenge all students by: ○ Ensuring there is a deep understanding of curriculum (ABLES to Level 10) ○ Ensuring there is a common understanding of teaching and learning frameworks and practices such as running records, gradual release model, guided reading, reciprocal teaching, independent reading etc.

			8. Build teacher capacity in utilising a range of assessment strategies to effectively plan, teach and assess. 9. Build teacher capacity and pedagogical understanding to improve student learning outcomes through professional learning with a focus on evidence based practice through: o Coaching o Collaborative Professional Learning Teams (PLTs) that focus on student learning and plan for improvement, o Fortnightly, focussed whole school professional learning, which is delivered on site and linked to classroom o Peer observation and feedback. 10. Maximise teaching and learning time.
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	Increase student connectedness, motivation and active involvement in their learning.	• Improvement in student perception of their engagement in their learning as measured on Attitudes to School Survey in the areas of: o Student motivation **2014 benchmark 4.75** o Stimulating learning **2014 benchmark 4.38** o learning confidence **2014 benchmark 4.32** • Improved student achievement as reflected in the targets set for student achievement. • Improved attendance rates (F-6) to an average of 10 days or less: o **2014 benchmark 14.64** • Improve approachability and	1. Build teacher capacity responsive to feedback, inclusive of assessments and student voice. 2. Build a shared understanding of what effective feedback looks like at Cambridge Primary School. 3. Use an action research model and the New Pedagogies for Deep Understandings research (Michael Fullan) to investigate how the 1:1 iPad program can be used to further enhance student learning and engagement. 4. Strengthen the link between curriculum planning and data analysis to support the development of student learning goals and differentiated teaching practice. 5. Review and implement attendance improvement

involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.		parent input on the Parent Opinion Survey: ○ Approachability **2014 benchmark 5.72** ○ Parent Input **2014 benchmark 5.19**	strategies. 6. Track and monitor student achievement using SPA teaching within the ZPD for each student. 7. Develop student voice, choice, independence and interdependence through inquiry units that promote curiosity and problem solving thinking skills.
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.	Achieve a stimulating and inclusive learning environment school wide.	• Student Attitude to School Surveys, will reflect improved opinion of: ○ Student distress from the **2014 benchmark 6.16** ○ Student morale from the **2014 benchmark 5.86** • Continual cohort improvement on the school developed survey monkey – developed by Student Welfare Curriculum team • Parent Opinion Surveys, will reflect improved opinion of: ○ Parent input from the **2014 benchmark 5.19** ○ stimulating learning input from the **2014 benchmark 5.72** ○ school connectedness from the **2014 benchmark 5.79** ○ Social skills from the **2014 benchmark 5.48**	1. Revisit core beliefs and understandings by the teaching staff to understand what it means to work and belong at Cambridge Primary School. 2. Continue the development of Kids Matter across the entire community as the key focus for student wellbeing. 3. Ensure staff are able to recognise the individual needs of every student and that appropriate resources are in place and accessible through the use of SPA. 4. Inform parents of important events and dates through a brief fortnightly hard copy newsletter with links to the full electronic newsletter. 5. Open invitation to the community for regular 'coffee and chat' sessions with invited guests such as from local secondary schools, council, local businesses etc. 6. Complete the school developed bullying survey annually and include them on the assessment schedule.

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.
	Improve effective and efficient use of school resources and community engagement.	• Parent Opinion Surveys, will reflect improved opinion of:
		  ○ Parent input from the **2014 benchmark 5.19**
		  ○ Approachability from the **2014 benchmark 5.72**
		• Principal and teacher school staff survey will reflect improved opinion of:
		  ○ Staff trust in colleagues **2014 benchmark of 441**
		  ○ Guaranteed and viable curriculum **2014 benchmark of 498**
		  ○ Collective focus on student learning **2014 benchmark of 508**
		  ○ Teacher collaboration curriculum **2014 benchmark of 455**
		  ○ Shielding/buffering **2014 benchmark of 459**
		  ○ Parent and community involvement **2014 benchmark of 483**
			1. Review resourcing and evaluate the impact on student learning of:
			  ○ Workforce planning
			  ○ Coaching program
			  ○ Professional learning
			  ○ PLTs
			  ○ Curriculum teams
			  ○ Assessment schedules
			  ○ Class structures
			  ○ 1:1 iPad program
			2. Develop community engagement plan including coffee and chat sessions to gain feedback on the effectiveness and value of day to day school operations, programs and policies.
			3. Develop and implement a plan to build the school profile across the community including social media.
			4. Re-evaluate the role of the education sub-committee in School Council to build a greater involvement of parents in student learning.
			5. Re-evaluate school hours to maximise teaching and learning time to improve learning outcomes.

School Strategic Planner 2015- 2018: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement Develop curriculum maps in reading & viewing, writing, speaking & listening, numeracy and inquiry. Develop and implement a whole school assessment schedule for literacy and numeracy. Track and monitor student achievement using Student Performance Analyser (SPA) to ensure teaching within the Zone of Proximal Development (ZPD) for each student. Use SPA to set goals in all ILPs for at risk students (12 months below and above expected levels). Include clear learning intentions and success criteria for every literacy and numeracy lesson. Set targets which reflect high expectations of all learners. Develop, implement and embed a consistent whole school approach to teaching and learning based on	Year 1	▪ Establish curriculum teams for literacy, numeracy and inquiry with representation from F-6, specialist teachers and leadership. ▪ Allow time for the curriculum teams to meet every two weeks through the meeting schedule. ▪ Review AusVELS curriculum and decide essential learning and supplemental learning and have this reflected in the curriculum maps (scope and sequence) for literacy, numeracy and inquiry. ▪ Curriculum maps developed for literacy, numeracy and inquiry and presented to leadership for feedback and evaluation. ▪ Literacy and numeracy coaches (leading teachers) to read and review the 6-18 month Strategy (Literacy and Numeracy Secretariat) to develop a whole school assessment schedule focus on assessment 'for', 'as' and 'of' learning. ▪ Literacy and numeracy coaches (leading teachers) to develop planning documents to ensure a focus on learning (not teaching) and a consistency across PLTs. ▪ PAT R and PAT Maths to be ordered	▪ School curriculum planning documentation is up to date and comprehensive and reflected in term and weekly planners. ▪ All PLTs to use planning documents – linking planning to curriculum maps. ▪ Go to References are displayed and used to inform planning and to inform decisions about student learning (referenced in logs of learning). ▪ Assessment schedule documented and reviewed at the end of each year. ▪ SPA database used by all staff to provide evidence of judgements and triangulate data. ▪ Student results in assessment for learning reflective of the 20% - 80% ZPD to inform teacher planning. ▪ Teachers present student data on growth as part of Performance and Development process and reporting processes. ▪ Meeting schedules show weekly logs of learning and reviews at PLT meetings ▪ Fortnightly staff meeting minutes reflect professional learning. ▪ Induction process includes PLT collaborative structure and logs of learning. ▪ Coaching evident on school timetable. ▪ Individual Learning Plans to reflect targets for learning using SPA and reviewed at least once each semester.

the delivery of a differentiated curriculum to support and challenge all students by: ○ Ensuring there is a deep understanding of curriculum (ABLES to Level 10) ○ Ensuring there is a common understanding of teaching and learning frameworks and practices such as running records, gradual release model, guided reading, reciprocal teaching, independent reading etc. Build teacher capacity in utilising a range of assessment strategies to effectively plan, teach and assess. Build teacher capacity and pedagogical understanding to improve student learning outcomes through professional learning with a focus on evidence based practice through: ○ Coaching, ○ Collaborative PLTs that focus on student learning		and trialled as an additional assessment tool to assist in triangulating of data. ▪ SPA tool to be ordered and responsibility for implementation allocated to a leading teacher (importing data and running professional learning at staff meetings and PLT meetings so staff can track and monitor student achievement). ▪ Implement a new process for recording student achievement data in SPA. Allow time through meeting schedule for PLTs to work with a member of leadership to use SPA to identify students at risk (SAR -12 months ahead/below in learning) to develop ILPs. ▪ Evidence based 'go to' references: identified (by leadership and curriculum teams) and available for all staff to access. ▪ Staff professional learning (PL) on literacy teaching scheduled into meeting structure; regular (every two weeks), onsite, linked to classroom instruction. ▪ Go to references identified in staff and PLT meetings to inform planning and professional reading. ▪ Teaching approaches and practice in literacy documented and agreed upon and informed by go to references. ▪ Build leadership team data literacy through professional learning, professional reading, working with consultants – Phillip Holmes Smith and	

and plan for improvement, ○ Focussed whole school professional learning, which is delivered on site, linked to classroom instruction and regular (every two weeks) ○ Peer observation and feedback, Maximise teaching and learning time.		Patrick Griffin and regular review of student learning data to set whole school goals. ▪ Work with whole staff in analysing and reading whole school and cohort data to set goals for student learning. ▪ Review and implement performance and development process for teachers based on student growth. ▪ Develop PLT capacity: ○ Developing PLT leadership through professional learning and data fluency with support of leadership. ○ PLT meeting agenda to be reviewed to reflect focus on student learning through logs of learning. ▪ Staff meetings to have a component of professional learning. ▪ Develop coaching program to support all teachers but particularly new teachers, teachers who have returned to work or who have changed roles. ▪ Assembly to be held Friday afternoon instead of Monday morning.	
	Year 2	▪ Monitor and evaluate effectiveness of SPA. ▪ Review assessment schedule to reflect assessment for learning. ▪ Professional learning for all staff in choosing appropriate assessments for	▪ School curriculum planning documentation for numeracy, literacy and inquiry is up to date and comprehensive. ▪ SPA database utilised by all teachers to monitor student growth and plan for learning shown in logs of learning reviews and ILPs. ▪ Learning intentions and success criteria are evident in all

		students to inform teaching. ▪ Teaching approaches and practices in numeracy documented and agreed upon. ▪ Professional learning for all staff in learning intentions and success criteria. ▪ PLTs to work with literacy and numeracy coaches on planning days, using learning intentions and success criteria. ▪ Agenda at school council changing hours of school – to maximise learning time: o 8.50 (first bell to complete roll and administrative tasks) o 9.00 (instruction begins) o 11.00 recess o 11.30 – 1.30 instruction o 1.30-2.15 lunch time o 2.15 -3.15 instruction o 3.15 school dismissed	teachers' planners. ▪ Learning intentions and success criteria will be observable in all coaching lessons and in learning walks and logs of learning. ▪ Change of instruction hours. Instruction to begin at 9.00 in all classes – observable through coaching and learning walks and teacher planners.
	Year 3	▪ Professional development in teaching models and process developed for agreeing on best model for peer observation. ▪ Professional learning to include giving and receiving feedback, protocols, timeframes. ▪ Peer observation part of weekly practice ▪ Induct new staff in peer observation. ▪ Peer observation protocols and processes reviewed through consultative process. ▪ Develop capacity of Education Support	▪ Agreed model of teaching documented, evidence in coaching observations and shared practice across the school. ▪ Induction process to include peer observation. ▪ Documentation of peer observation across schools in term planning. ▪ Peer observation a sustainable and ongoing practice within the school and across schools. ▪ ES PLTs developed, minutes of meetings to reflect an element of PL. ▪ Teachers' planners to show focus, at point teaching for all students. ▪ ES staff working in class to support students during Literacy

		(ES) staff PLT – regular meetings that have an element of PL (reading, working with consultants), set goals through performance and development process. ▪ Ensure the hours ES work are aligned to key curriculum areas to maximise learning. ▪ Work with teachers to develop clear roles of responsibilities of ES and teaching staff so teaching staff assume full responsibility for teaching and assessment of all students.	and Numeracy.
	Year 4	▪ Complete review of data and key improvement strategies in relation to student achievement and peer observation. ▪ Review assessment data based on assessment schedule in light of Strategic plan goals.	▪ Self-evaluation completed.
Engagement. Build teacher capacity responsive to feedback, inclusive of assessments and student voice. Build a shared understanding of what effective feedback looks like at Cambridge Primary School. Use an action research model and the New Pedagogies for Deep Understandings research (Michael Fullan) to investigate how the 1:1 iPad program can be used to further enhance student learning	Year 1	▪ Review 1-1 iPad program and lease provision for next three years. ▪ Undertake action research with Victoria University (VU) Pre-service Teachers (PSTs) on the impact of iPads on student learning – using year three cohort as a focus group. ▪ Form inquiry curriculum team to develop curriculum map enhancing the integration of ICT, student voice and explicitly linking to AusVELS and research of Michael Fullan – New Pedagogies for Deep Learning. ▪ Staff professional learning on feedback –	▪ Report presented to leadership team from VU PSTs on the effectiveness of iPads to support teaching and learning, improve student engagement and learning outcomes. ▪ Teachers report knowing what their improvement goals are in their professional practice and how to achieve that improvement. ▪ Inquiry planners to show increased use of ICT and digital technologies. ▪ Improved attendance rates for students identified at risk reflected in improved student attendance in that cohort. ▪ Foundation enrolments from within local neighbourhood to stabilise at the **2014 benchmark of 140 students**

and engagement. Strengthen the link between curriculum planning and data analysis to support the development of student learning goals and differentiated teaching practice. Review and implement attendance improvement strategies. Track and monitor student achievement using Student Performance Analyser (SPA) teaching within the Zone of Proximal Development (ZPD) for each student. Develop student voice, choice, independence and interdependence through inquiry units that promote curiosity and problem solving thinking skills.		using John Hattie's Research 'Visible Learning' as a platform. ▪ Review transition plan between the school and local kindergartens. ▪ Review attendance data weekly and schedule regular Student Support Group/case meetings for children with poor attendance. ▪ Promote importance of attendance at assemblies and through the school newsletter. ▪ SIPS (School ICT Progression Implementation and Support Plan) audit of ICT hardware.	
	Year 2	▪ Each member of the executive leadership team to be responsible for following up all absences each day. ▪ Continue professional learning on feedback and include school agreed definitions in induction process for new staff. ▪ Teachers to use ongoing formative assessments, learning logs and SPA to be able to set individual goals for all students (reading, writing, spelling and number) and conference with students to set, articulate, record and monitor these goals. ▪ Review curriculum planning in light of ICT integration. ▪ Review attendance data weekly / regular SSG / case meetings for children with	▪ Improved attendance rates. ▪ Students can articulate knowing where they are in their learning and what they need to do to improve. ▪ Curriculum planning (PLT term and individual weekly planners) will reflect the integration of ICT across the curriculum. ▪ Students report greater use and ability to use new and challenging ICT to demonstrate their learning (focus group).

		poor attendance. ▪ Review transition action plan gather feedback for local providers. ▪ Investigate the full implementation of AusVELS second iteration	
	Year 3	▪ Curriculum day on feedback for peer observation and on feedback in the classroom. ▪ Review attendance data weekly / regular PSG / case meetings for children with poor attendance.	▪ Improvement in student perception of their engagement in their learning as measured on a school developed survey F-6 to be benchmarked in 2014. ▪ SIPS plan updated to reflect ICT provision review. ▪ Full implementation of AusVELS second iteration.
	Year 4	▪ Review attendance data weekly / regular PSG / case meetings for children with poor attendance.	▪ Self-evaluation completed.
Wellbeing Revisit core beliefs and understandings by the teaching staff to understand what it means to be a teacher/staff member at Cambridge Primary School. Continue the development of Kids Matter across the entire community as the key focus for student wellbeing. Ensure staff are able to recognise the individual needs of every student and that appropriate resources are in place and accessible through the use of SPA Inform parents of important events and dates through a brief fortnightly hard copy newsletter with links to the full electronic	Year 1	▪ Revisit core beliefs and understandings by the teaching staff to understand what it means to be a teacher/staff member at Cambridge Primary School – professional learning asking key questions about core beliefs, all staff to have input into what matters most. Nutshell statement written and reviewed to reflect this. ▪ Develop whole school student welfare curriculum team, for full implementation of module two Kids Matter. ▪ Survey staff, students and parents using school developed bullying survey and analyse results to inform a wellbeing action plan. ▪ Develop actions/scope and sequence plan for eSmart policies and process over next two years. ▪ All teachers to use SPA to identify	▪ School developed bullying survey results are recorded and analysed. ▪ An action plan is developed in response to school developed bullying survey. ▪ Process for referral of SAR is documented and accessible for all staff through the school intranet and induction process. ▪ Intervention begins in prep. ▪ Transition band to have formed and performed at school/community.

newsletter. Open invitation to the community for regular 'coffee and chat' sessions with invited guests such as from local secondary schools, council, local businesses etc Complete the school developed bully surveys annually and include them on the assessment schedule		students who are 12 months above/below expected levels -and ILPs to be written and reviewed at least once a semester. ▪ Review processes for referral to support SAR and ensure this process is transparent and well understood by all staff – including all available support structure/programs. ▪ Use SPA to identify SAR, and intervene early. ▪ Review intervention programs, ensuring a leading teaching is overseeing the program and monitoring progress of all SAR. Visit schools where intervention programs are being run and producing exceptional results – Dandenong North PS. ▪ 'Coffee and chat' sessions after assembly each week to get to know families, promote extra-curricular events, seek feedback and ideas from families, policy review. ▪ Transition band formation with a local secondary school, so students in years 5 and 6 can learn to play a musical instrument with other year 5 and 6 students across the network and year 7 students (before or after school lessons at the secondary school, instruments to be hired form the secondary school) and perform at local events/school.	

	Year 2	▪ Student welfare curriculum team, working on full implementation of module three Kids Matter. ▪ Survey staff, students and parents using school developed bullying survey and analyse results to inform an wellbeing action plan. ▪ Review action plan for eSmart policies and process over next two years.	▪ Policy tracking document shows all policies reviewed and up to date. ▪ Reduced number of incidents reported by students identified as bullying. ▪ Parent Opinion Surveys, will reflect improved opinion of: o Student safety from **2014 benchmark of a 4.60 school mean** o Classroom behaviour from the **2014 benchmark of 3.76**
	Year 3	▪ Curriculum day on Kids Matter and inclusive education. ▪ Student welfare curriculum team, working on full implementation of module four Kids Matter. ▪ Integrate School Wide expectations matrix into social skills curriculum. ▪ Survey staff, students and parents using school developed bullying survey and analyse results to inform a wellbeing action plan – to be developed by student welfare curriculum team.	▪ School wide inclusive teaching strategies and behaviours developed and documented. ▪ Student, staff and parent surveys show improved satisfaction with schools responses to incidents of conflict/ bullying between children. ▪ Policy tracking document shows all policies reviewed and up to date. ▪ Wellbeing action plan developed and disseminated and included in induction process.
	Year 4	▪ Survey staff, students and parents using school developed bullying survey. ▪ Review survey data from across the four years. ▪ Review intervention data from across the four years.	▪ Self-evaluation completed.
Productivity Review resourcing and evaluate the impact on student learning of:	Year 1	▪ Review SRP workforce planning four year plan. ▪ Document roles and responsibilities of	▪ Updated SRP four year work force planner to reflect increasing numbers of enrolments and planned

○ Workforce planning ○ Coaching program ○ Professional learning ○ PLTs ○ Curriculum teams ○ Assessment schedules ○ Class structures ○ 1:1 iPad program Community engagement plan including coffee and chat sessions to gain feedback on the effectiveness and value of day to day school operations, programs and policies. Develop and implement a plan to build the school profile across the community including social media. Re-evaluate the role of the education sub-committee in School Council to build a greater involvement of parents in student learning. Re-evaluate school hours to maximise teaching and learning time to improve learning outcomes.		the leadership team and curriculum teams. ▪ Coaching to be expanded – employment of leading teacher coaches. ▪ Student focus groups about key issues. ▪ 1: 1 conversations with parents on key issues (coffee and chat conversations or phone). ▪ Update web page and develop Facebook page. ▪ Review use of school facilities in line with increased numbers. ▪ Build PLT capacity – PL for PLT leaders, have experts work with PLT using learning logs as the focus for PLT. Meeting schedule allowing for PLT leaders to be part of the leadership team, and for PLT administration. ▪ Review1-1 iPad program and lease provision for next three years. ▪ Undertake action research with VU PSTs on the impact of iPads on student learning – using year three cohort as a focus group.	retirements. ▪ Coaching timetable. ▪ Four year workforce plan shows financial sustainability of staffing with predicted enrolments. ▪ Students report that they have a voice in the school through leadership roles (from the focus group). ▪ All PLT meetings to focus on student learning – minuted and learning logs developed/reviewed each week. ▪ iPad program – reviewed/modified pending the results of the VU research. ▪ Curriculum teams reviewed/modified pending evaluation of effectiveness against goals and targets. ▪ Three PLT leaders to have completed/started 'Create' leadership PL through Bastow. ▪ Curriculum team leaders to have completed "Leading Literacy" PL through Bastow.
	Year 2	▪ Re-evaluate structure of the leadership team to ensure skill sets are in line with the direction of the SSP. ▪ Develop a long term plan for the upgrade of ICT hardware and ICT maintenance using SIPS. ▪ Student focus groups (JSC reps) about key issues.	▪ SIPS planning completed and updated annually to reflect ICT provision in the school. ▪ Parent opinion survey results improve in parent input and approachability. ▪ Updated four year workforce plan shows financial sustainability of staffing with predicted enrolments. ▪ Students report that they have a voice in the school through leadership roles. (focus group).

		▪ 1:1 phone surveys of parents on key issues.
		▪ Review survey results and develop an action plan on key issues.
		▪ Develop a sister school partnership to support the teaching of languages.
		▪ If student enrolment reaches 950, contact DET for an additional portable.
		▪ Agenda at school council changing hours of school – to maximise learning time
		  o 8.50 (first bell – for administrative tasks)
		  o 9.00 (instruction begins)
		  o 11.00 recess
		  o 11.30 – 1.30 instruction
		  o lunch time
		  o 2.15 -3.15 instruction
		  o 3.15 school dismissed
			▪ Curriculum team leaders to have completed "Leading Numeracy" PL through Bastow.
			▪ Students and staff communicating regularly with sister school and to be reflected in planning documents.

	Year 3	▪ Student/parent focus groups about key issues. ▪ Review survey results and develop an action plan on key issues.	▪ Students report that they have a voice in the school through leadership roles. ▪ Parent opinion survey results improve in parent input and approachability. ▪ Updated four year workforce plan shows financial sustainability of staffing with predicted enrolments.
	Year 4	▪ Complete review of data and key improvement strategies in relation to Productivity ▪ Review action plans in response to parent feedback.	▪ Self-evaluation completed.