

School Strategic Plan for Knox Park Primary School

4990

2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</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>Knox Park Primary School is situated in the south eastern suburbs in the city of Knox. The large site is identified as having a rural atmosphere with protected remnant eucalyptus trees. It also backs onto the Lakewood Estate with the school utilising this environment for community walks, cross-country events and environmental activities.</p> <p>At Knox Park Primary School, students are taught in a positive and friendly environment with high expectations to achieve their best. They are encouraged to become active and responsible members of their community as well as being given ongoing opportunities to expand their knowledge and views of the world that they live in from a global perspective.</p> <p>Knox Park Primary School aims to develop the whole-student from and intellectual, social, emotional, physical, and creative perspective. Continual emphasis will be placed on ensuring that the teaching of a rich and rigorous curriculum is evident in every classroom.</p>
<p>Values</p>	<p>The school values of: Excellence, Integrity, Respect, Cooperation, Success and Resilience are promoted through a wide variety of programs and activities.</p> <p>A review has been carried out to reduce the number of values with the new values to be promoted across the school being: Resilience, Tolerance and Personal Best.</p>
<p>Environmental Context</p>	<p>Knox Park Primary School is situated in the south eastern suburbs in the city of Knox. The large site is identified as having a rural atmosphere with protected remnant eucalyptus trees. It also backs onto the Lakewood Estate with the school utilising this environment for community walks, cross-country events and environmental studies and activities.</p> <p>At Knox Park Primary School, students are taught in a positive and friendly environment with high expectations to achieve their best. They are encouraged to become active and responsible members of their community as well as being given ongoing opportunities to expand their knowledge and views of the world that they live in from a global perspective.</p> <p>There is an emphasis on embedding the use of I.C.T. into the curriculum to enhance the teaching and learning process. Teachers and students have access to interactive whiteboards, stand-alone computers and banks of notebooks/netbooks.</p> <p>The specialist programs we offer are: Mandarin, Physical Education, Visual Arts and Performing Arts, as well as Literacy Intervention and Mathematics Enrichment programs Through the specialist programs, the school</p>

	holds a biannual Art Show and a biannual School Production. Students interested in music can join the choir or band and also have access to private tuition through the extensive instrumental program.
Service Standards (optional)	<ul style="list-style-type: none"> • The school provides a safe and stimulating learning environment to ensure that all students can achieve to their full potential • The school fosters close links with parents and the broader community through its commitment to open and regular communication • The school guarantees that all students will have access to a broad and balanced curriculum • The school ensures that it is an inclusive environment by fostering a culture of tolerance and support with all members of the community • All students will receive instruction that is adapted to their individual learning needs. All students are supported through the provision of a differentiated curriculum where necessary, individual learning plans, intervention and acceleration programs, access to student services, to ensure all academic, physical, social and emotional needs are met • A love of learning and embracing challenging learning opportunities is encouraged • The school commits to the active sharing of its vision and goals to ensure the school community's engagement in the Strategic Plan

Strategic Direction

<h3>Achievement</h3> <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>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> • To maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy • To implement an Inquiry Learning model • Develop a systematic Whole School Assessment schedule • Building Teacher Capacity across all curriculum areas, including the use of technology to enrich the teaching and learning process 	<ul style="list-style-type: none"> • Embed the whole-school approach to Writing – Writers' Workshop (including VCOP and 6 +1 Traits of Writing) • Develop students who think creatively, collaboratively, critically and who can communicate effectively • Research inquiry learning models and agree on a whole-school approach to commence implementation • Develop a unified approach to Peer Observation/Lesson Study program in-line with teacher Performance and development Plans • Build teacher understanding of learning growth – documentation • Build and improve teachers' capacity to triangulate data, including calculating effect size to make consistent judgements that are reflective of student learning outcomes • Develop whole-school Assessment
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • NAPLAN relative growth data to be at the expected proportions or better. Low growth 25%, Medium growth 50%, High growth 25% • AUSVELS 30% of students judged to be achieving at A or B for Reading, Writing, Speaking & Listening and Mathematics 	

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience is more closely aligned with the point of need and outcomes improve 	<p>Schedule</p> <ul style="list-style-type: none"> Revise meeting schedule to include greater capacity for professional learning sessions Develop whole-school Scope & Sequence documentation (in-line with Vic Curriculum) for Mathematics, Reading, Writing, Spelling and Speaking & Listening
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Create whole-school Scope and Sequence documentation for Reading, Writing, Speaking & Listening and Mathematics Create whole-school Assessment Schedule Build teacher capacity (Writers Workshop Program) Introduce Inquiry-based learning Implement COMPASS student management system Peer Observation/Lesson Study model is introduced 	<ul style="list-style-type: none"> Writers' Workshop Program embedded and used successfully throughout the school from Foundation to Year 6 All staff following consistent Scope and Sequence documents Consistency in planning and teaching Expected relative growth in NAPLAN (Writing) data achieved Inquiry learning model agreed upon with initial implementation commenced Curriculum day completed focusing on Inquiry Learning Student achievement outcomes reflecting triangulation of data 10% increase in all students achieving 'at' or 'above' the expected level from F-6 in all curriculum areas Peer Observation/Lesson Study documentation reflects success of program

		<ul style="list-style-type: none"> Implementation of COMPASS (Attendance Data, Achievement Data, Behaviour Management Tracking, Student Reporting)
Year 2	<ul style="list-style-type: none"> Continue to implement the use of student management system to document, analyse and track student achievement data Inquiry learning embedded across the school (Implement CBL – Challenge Based Learning in Years 5 & 6) Writers’ Workshop embedded along with VCOP and 6 +1 Traits Continue to embed Inquiry learning model across the school 	<ul style="list-style-type: none"> COPMASS utilised on a regular basis for student information and data tracking COMPASS utilised by parents to access newsletter, school information, payment system, interview booking etc Full implementation of Inquiry Learning (planning documentation, scope & sequence documentation) 10% increase in NAPLAN relative growth in Writing (LOW/Middle/High) 10% increase (from 2016 data) in students achieving ‘at’ or ‘above’ the expected level in all curriculum areas
Year 3	<ul style="list-style-type: none"> Continue to develop inquiry learning model All year levels with have identified instructional practice models to accelerate students in Numeracy Peer coaching model to be implemented 	<ul style="list-style-type: none"> All staff to include peer observation as a strategy and a form of evidence in P&D Plans Increased student engagement through inquiry learning model (ATS data – 10% increase on 2016 data) Planning documentation to reflect differentiated Mathematics teaching 10% increase in NAPLAN relative growth in Writing (LOW/Middle/High) 10% increase (from 2017 data) in students achieving ‘at’ or ‘above’ the expected level in all curriculum areas
Year 4	<ul style="list-style-type: none"> Peer coaching is embedded across all instructional practices from Foundation to Year 6 Inquiry learning model is embedded across the school 	<ul style="list-style-type: none"> All staff to include peer observation as a strategy and a form of evidence in P&D Plans Increased student engagement through inquiry learning model (ATS data – 10% increase in all domains on 2016 data)

	<ul style="list-style-type: none"> Continue to build teacher capacity in Mathematics lesson structures and pedagogical practice 	<ul style="list-style-type: none"> Planning documentation to reflect differentiated Mathematics teaching
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<h2>Engagement</h2> <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>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> To build students' capacity to be more independent and motivated learners Foster learning communities with high expectations which support and nurture the development of the whole child 	<ul style="list-style-type: none"> Further build teacher capacity to involve students as active learners Develop a learning community and culture that is characterised by a strong three-way educational partnership between students, teachers and parents Introduce mid-year 3-way parent/teacher/student conversations Cater for high achievers across all curriculum areas particularly focusing on Literacy and Numeracy Provide opportunities for all students to develop their leadership capacities Making the classroom more transparent through the open sharing and modelling of student learning with the parent community Continuing to improve teacher capacity with the use of ICT
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> By 2019 mean scores achieved in the student attitude to school survey will be, student motivation 4.58 and stimulating learning 4.16 The unexplained absences to be 0.0 by 2019 	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key</p>	<ul style="list-style-type: none"> When students are actively involved in their learning and take greater 	

improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	responsibility for their own and each other's learning, then engagement and achievement will improve	
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
Year 1	<ul style="list-style-type: none"> • Introduce Peer Observation/Lesson Study program • Using COMPASS, target parent communication to effect unexplained absences • All staff to analyse ATS data and develop actions for improvement • Provide for greater opportunity for student voice in teaching and learning process • Introduce inquiry learning model • Continue to embed the use of ICT in all teaching and learning applications • Develop student surveys from F-6 to gather data and attitudes to school (Survey Monkey) • Expand Science program through professional relationships with Monash Uni and CSIRO. • Embed differentiated learning across all curriculum areas • Facilitate Classroom Helpers course for parents • Principal to hold informal parent forum sessions to discuss teaching and learning • Introduce 3-way mid-year conferences 	<ul style="list-style-type: none"> • Each staff member will undertake mandatory presentation to and observation of, peers with a view to building staff capacity • 50% reduction in the unexplained absence data • Introduction of 3-way conversations at mid-year interviews – all students provide positive and detailed feedback to parents on their learning during conversations • ATS data to reflect improved levels of engagement with all domains to score in the second quartile • Student surveys developed and administered in Term 3 • Increase in student involvement in Science Club (F-6 2015 baseline data) • Increase in teacher confidence in teaching Science • Planning documentation to reflect differentiated learning • Ongoing discussions in PLTs on differentiated learning • 20% increase in parental classroom assistance on 2015 baseline data • Parent forum sessions offered by Principal

	(teacher/parent/student)Develop consistent, whole-school approaches to facilitate transitions throughout the school	<ul style="list-style-type: none"> • Mid-year 3 way conferences completed • Agreed transition approaches implemented
Year 2	<ul style="list-style-type: none"> • Continue to rollout further applications within COMPASS • Continue to develop teacher capacity in all curriculum areas • Develop a 'sister' school in China to enhance the Mandarin program • F-6 student surveys reviewed and edited • Continue to expand roles and responsibilities in all student leadership positions • Continue to expand Science program with external agencies/institutions • Continue to embed differentiated learning in all classrooms across all curriculum areas • Continue to integrate Specialist programs in all aspects of teaching and learning • Continue to offer Classroom Helpers course • Principal to continue with parent forums • Review Year Level information nights • Review mid-year 3-way conferences • Continue to embed transition approaches 	<ul style="list-style-type: none"> • Further 25% reduction in unexplained student absences • 10% increase in 2016 ATS data across all domains • Connection made in China with a 'sister' school • Student leaders roles and responsibilities expanded and documented • F-6 student surveys administered in Term 3 • Regular and ongoing Science teaching is embedded across the school • Planning documentation to reflect differentiated learning practices • Planned cross-curricula activities with Specialist and classroom programs • 10% increase on 2016 baseline data of parents completing Classroom Helpers course • 3-way conferences completed mid-year • Transition program clearly planned and completed
Year 3	<ul style="list-style-type: none"> • Review and reflect on current ICT practice • Regular communication to be developed with 'sister' school (Mandarin program) • F-6 student surveys reviewed • Continue to embed COMPASS applications • Continue to expand roles and responsibilities in all student leadership positions • Continue to integrate Specialist programs in all aspects of teaching and learning • All applications in COMPASS fully 	<ul style="list-style-type: none"> • Further 25% reduction in unexplained student absences • Technology used regularly to communicate with 'sister' school in China • 10% increase in 2017 ATS data • F-6 student surveys administered in Term 3 • Planning to reflect integration of Specialist programs with classroom programs • Planning documentation to reflect embedding of ICT in daily teaching and learning across

	<p>implemented</p> <ul style="list-style-type: none"> Continue to review and develop Year level information nights Continue to embed whole-school transition program 	<p>all curriculum areas</p> <ul style="list-style-type: none"> Documented Year Level information nights COMPASS fully implemented Transition program clearly planned and documented
Year 4	<ul style="list-style-type: none"> Continue to utilise COMPASS for all student information/data/reporting as well as all parent applications Continue to expand the 'sister' school Mandarin program and review progress Review F-6 yearly surveys Review COMPASS applications Continue with mid-year 3-way conferences Review all curriculum initiatives and pedagogical practice Review whole-school transition program 	<ul style="list-style-type: none"> Unexplained absences reduced to zero 'Sister' school program review completed Yearly survey review completed Review of COMPASS completed Mid-year 3-way conference review completed Review completed of curriculum initiatives and pedagogical practices completed Review of transition program completed

<h2>Wellbeing</h2> <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>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-</p>	<ul style="list-style-type: none"> To strengthen the wellbeing culture through a focus on positive education and a growth mindset That students will continue to develop into self-motivated, resilient, responsible learners and leaders 	<ul style="list-style-type: none"> Review existing wellbeing and behaviour approaches to include a focus on school wide positive behaviour strategies and social, emotional and cognitive strength Review school values Continue to emphasise the importance of

evaluation and review processes.		diversity and continue to promote a culture which celebrates differences
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> By 2019, mean scores achieved in the students attitude to school survey will be; student safety 4.42 and student moral 5.75 	<ul style="list-style-type: none"> Maintain clear and consistent expectations of student behaviour with our commitment to Restorative Practices Introduce the Peer Mediators program Utilise Circle Time and other forums for student voice and team building
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> When schools and teachers consistently foster a safe and supportive environment and a culture that promotes positive, respectful relationships, values diversity and support the development of students' social and emotional skills, then students will be well placed to achieve success now and in the future 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Formation of the Wellbeing PLT Review existing school-wide approaches to wellbeing Introduce Restorative Practice approach Introduction of the Peer Mediators program Review school values Continue to expand the use of Home Groups for social and cross-curricula activities 	<ul style="list-style-type: none"> Wellbeing PLT formed (Members listed) Implementation of the Restorative Practice approach across the school Review of school-wide approaches to wellbeing completed and documented (Recommendations tabled) Implementation of the Peer Mediators program

	<ul style="list-style-type: none"> Investigate appropriate social/emotional skills program to implement from F-6 	<ul style="list-style-type: none"> Review and change of school values – embedded in classrooms, Home Groups etc All ATS results to be in the second quartile Social/Emotional skills program review completed with recommendation from Wellbeing PLT
Year 2	<ul style="list-style-type: none"> Wellbeing PLT to continue to oversee the implementation and maintenance of wellbeing programs Continue to administer F-6 surveys Continue to embed Restorative Practices approach Continue to embed revised school values Continue to promote the Peer Mediators program Revised school values embedded in school culture Continue to utilise Home Groups for social interaction and development and cross-curricula activities Introduce social/emotional skills program across the school 	<ul style="list-style-type: none"> 10% increase in 2016 ATS results across all domains F-6 surveys administered with data collated and analysed Increase in the number of peer mediators trained from 2016 baseline data School values visible and utilised on a regular basis across the school Home Group activities organised on a regular basis Social/Emotional skills program introduced
Year 3	<ul style="list-style-type: none"> Wellbeing PLT to continue to oversee the implementation and maintenance of wellbeing programs Continue to administer F-6 surveys Restorative Practices approach embedded across the school Continue to implement and embed social/emotional skills program Continue to utilise Home Groups for social 	<ul style="list-style-type: none"> 10% increase in 2017 ATS results across all domains Number of peer mediators trained maintained or increased on 2017 baseline data Social/Emotional program taught across the school on a regular basis (Planning documentation) Social/Emotional program taught across the school on a regular basis

	interaction and development and cross-curricula activities	<ul style="list-style-type: none"> Home Group activities expanded and planned regularly
Year 4	<ul style="list-style-type: none"> Review Restorative Practices approach Review Home Groups Review F-6 surveys Review peer mediators program 	<ul style="list-style-type: none"> ATS data to score in 3rd quartile or above in all domains Review of restorative practices approach completed Review of Homer Groups completed Review of F-6 surveys completed Review of peer Mediators program completed

<h2>Productivity</h2> <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>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<ul style="list-style-type: none"> To effectively allocate resources to achieve the improvement goals and targets for Achievement, Engagement and Wellbeing as set out in the school strategic plan 2016 - 2019 	<ul style="list-style-type: none"> Revise leadership team with a view to supporting SSP implementation Develop a master plan with a view to future enrolment growth including the building of effective partnerships
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on</p>	<ul style="list-style-type: none"> Develop a strategic professional learning plan aligned with the school strategic plan Develop and E-plan to build staff capacity 	

<p>the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>		
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> When leadership and resource allocation are instructionally focused, widely distributed and aligned with improvement goals as set out in the SSP, then the school is likely to achieve its goal and targets for student achievement, engagement and wellbeing 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Develop Annual Implementation Plan Introduction of COMPASS to improve three-way communication, resource usage and tracking Revise leadership team and allocate roles and responsibilities to streamline processes and programs Continue to use SRP to fund school-based intervention programs Build a partnership with a metropolitan university Building teacher capacity in pedagogical practice across all curriculum areas Strategically engaging with the parent community by communicating through 	<ul style="list-style-type: none"> Regular reflection on AIP at School Council and Staff meetings, Year Level teams, PLTs, Education Committee etc Implementation of a new Compass module each term Whole school professional learning plan implemented in Term 1 Leadership team revised reflected in termly meeting schedules Students accessing intervention programs (Maths Enrichment & Literacy Intervention) Partnership with metro uni developed Professional learning plan implemented complemented by mandatory ongoing professional reading

	<p>various modes (Website, Education Committee, Newsletter, Assembly, School Council, COMPASS, Parent Forums etc)</p> <ul style="list-style-type: none"> • Develop a whole-school E-Plan to strengthen the capacity of staff in ICT skills • Ongoing professional development to complement Performance & Development Plans as well as the SSP • Develop a Master Plan for future development and growth 	<ul style="list-style-type: none"> • Effective communication expanded across all modes (Revamp of school website, parent forums held by Principal etc) • Ongoing professional learning held for all staff in ICT skills – ICT Café and designated staff meetings • Revised meeting schedule to include greater capacity for staff professional learning • Master Plan in progress
Year 2	<ul style="list-style-type: none"> • Develop Annual Implementation Plan • Continue to implement COMPASS modules • Continue to use SRP to fund school-based intervention programs • Continue to engage with the parent community by communicating through various modes (Website, Education Committee, Newsletter, Assembly, School Council, COMPASS, Parent Forums etc) • Continue to develop Master Plan • Ongoing professional development to complement Performance & Development Plans as well as the SSP • Continue to utilise E-Plan to strengthen the capacity of staff in ICT skills • Continue to strengthen partnership with metro university 	<ul style="list-style-type: none"> • Regular reflection on AIP at School Council and Staff meetings, Year Level teams, PLTs, Education Committee etc • COMPASS used by staff and parents • 10% increase on 2016 Baseline data of students accessing Maths Enrichment and Literacy Intervention programs • Effective communication expanded across all modes (Revamp of school website, parent forums held by Principal etc) • School Master Plan completed • Meeting schedule to incorporate maximum number of professional learning sessions • Ongoing professional learning held for all staff in ICT skills – ICT Café and designated staff meetings
Year 3	<ul style="list-style-type: none"> • Develop Annual Implementation Plan • Continue to implement COMPASS modules • Continue to use SRP to fund school-based intervention programs • Ongoing professional development to 	<ul style="list-style-type: none"> • Regular reflection on AIP at School Council and Staff meetings, Year Level teams, PLTs, Education Committee etc • All COMPASS modules implemented • Number of students accessing intervention

	<p>complement Performance & Development Plans as well as the SSP</p> <ul style="list-style-type: none"> • Continue to engage with the parent community by communicating through various modes (Website, Education Committee, Newsletter, Assembly, School Council, COMPASS, Parent Forums etc) • Continue to strengthen partnership with metro university • Continue to utilise E-Plan to strengthen the capacity of staff in ICT skills 	<p>programs (Maths Enrichment/Literacy Intervention) to be at or above 2017 data</p> <ul style="list-style-type: none"> • Meeting schedule to incorporate maximum number of professional learning sessions • Effective communication through all modes available • Ongoing professional learning held for all staff in ICT skills – ICT Café and designated staff meetings
Year 4	<ul style="list-style-type: none"> • Develop Annual Implementation Plan • Review COMPASS program • Review intervention programs (Maths Enrichment/Literacy Intervention) • Review university partnership 	<ul style="list-style-type: none"> • Regular reflection on AIP at School Council and Staff meetings, Year Level teams, PLTs, Education Committee etc • Review of COMPASS completed