

School Strategic Plan for OSBORNE PS 2655: 2015 - 2018

School Profile

<p>Purpose</p>	<p>Osborne Primary provides a collaborative and vibrant learning community that fosters the development of literacy and numeracy skills and challenges students to become creative thinkers, independent learners and globally responsible citizens.</p>
<p>Values</p>	<p>Our values guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential.</p> <p>Our five main values are RESPECT, CONFIDENCE, CO-OPERATION, RESPONSIBILITY, RESILIENCE.</p> <p>1. <u>Respect</u> This is shown by:</p> <ul style="list-style-type: none"> • displaying empathy, support and tolerance of others • considering and valuing the rights, property and beliefs of others • being trustworthy and honest <p>2. <u>Confidence</u> This is shown by:</p> <ul style="list-style-type: none"> • setting and reaching personal goals • building our self esteem • making positive choices • being courageous, accepting challenges and having a go <p>3. <u>Co-operation</u> This is shown by:</p> <ul style="list-style-type: none"> • working co-operatively within a team • being a good listener and taking turns • valuing each team member's contributions <p>4. <u>Responsibility</u> This is shown by:</p> <ul style="list-style-type: none"> • taking responsibility for our actions • following through on what we set out to do

	<ul style="list-style-type: none"> • being a local and globally responsible citizen <p>5. Resilience This is shown by:</p> <ul style="list-style-type: none"> • bouncing back after disappointment • being optimistic • displaying a positive attitude to everything • learning from our mistakes and being willing to try again
Environmental Context	<p>Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is now close to a rapidly growing urban area to the east of Mornington. The school makes excellent use of its location near to Port Philip Bay and to sensitive wetland and bushland areas nearby.</p> <p>OPS has developed a culture which places high value on the partnership between the school and the home. Parents and carers are encouraged to be actively involved in the educational progress of their child. A range of methods of communication are used to ensure that parents are kept up-to-date with school events and activities. A dedicated School Council supports the Principal in guiding the direction of the school.</p> <p>School curriculum is based on the AusVELS with all domains represented. The pedagogical focus is on developmental curriculum and inquiry learning. The specialist programs include Visual and Performing Arts, Physical Education, Languages- Indonesian, Science and the Stephanie Alexander Kitchen Garden Project. The Performing Arts program is an important and vibrant one with student sharing a range of opportunities to play instruments and to perform musical items. Student presentation skills are also enhanced through the student conducted radio station on site.</p> <p>The staffing profile at the school is well balanced, comprising 3 Principal Class Officers, 23 full time and 10 part time teachers, 12 Education Support Staff, and 4 Outside School Hours Care Program staff. A Primary Welfare Officer role has been an important feature of the school.</p> <p>OPS optimize the use of the range of school facilities. Highlights are the 'BER' building which houses Year 5 and 6, the purpose built kitchen, the gymnasium, the Performing Arts space and the garden areas of the school. At Osborne we utilise the learning spaces effectively. All our buildings from the older style to the new are well maintained and we go to every effort to set up our learning spaces with 21st century learning in mind. The school makes best use of the ample range of facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.</p>

<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential • The school fosters close links with parents and the broader school community through its commitment to open and regular communications • The school provides all students with access to a broad, balanced and flexible curriculum including skills for learning and life • Students' individual learning needs are catered for through a range of teaching styles, supports and strategies <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents in a timely manner • All teachers will provide timely and targeted feedback to students on their work and progress • Parents will be engaged regularly when their child has behaviour or learning issues
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>MATHEMATICS Improve student learning outcomes in the area of Mathematics with a focus on Number and Problem Solving.</p> <p>Ensure the whole school has a consistent approach, is accountable and responsibility is shared for Mathematics.</p> <p>ENGLISH Improve student learning outcomes in the area of English with a focus on Writing, in particular Spelling, and Reading Comprehension.</p> <p>Ensure the whole school has a consistent approach, are accountable and share responsibility for English.</p> <p>Ensure the profile of English in the school remains high.</p>	<p>NAPLAN Targets NUMERACY Year 3 (increase)</p> <ul style="list-style-type: none"> In 2014 – Year 3 at or above band 4 – 68% To 2018 - Year 3 at or above band 4 – 80% <p>Year 5 (increase)</p> <ul style="list-style-type: none"> From 2014 – Year 5 at or above band 6 – 65% To 2018 – Year 5 at or above band 6 – 80% <p>To improve the Years 3-5 NAPLAN matched cohort growth in Number:</p> <ul style="list-style-type: none"> From Relative Growth 2014 – 22% High Growth To Relative Growth <ul style="list-style-type: none"> 2015 - 25% High growth 2016 - 30% High growth 2017 - 35% High growth 2018 - 40% High growth Decrease low growth over the 4 years (2014 – 15.1%) <p>AusVELS NUMBER AND ALGEBRA Decrease the proportion of Foundation to Year 6 students assessed at 6 months or more below the expected level and increase the proportion of students achieving at least 6 months above expected level (A, B or C) using AusVELS teacher judgements for Number and Algebra.</p>	<p>MATHEMATICS</p> <p>Build teacher capacity to deliver a high quality Mathematics program.</p> <p>Build teacher capacity to identify and teach to each student’s point of learning.</p> <p>Develop teacher knowledge and skill to effectively use data to inform teaching and improve learning outcomes.</p> <p>Align whole school planning, delivery and assessment of Mathematics (a continuum).</p> <p>ENGLISH</p> <p>Teachers to facilitate student ownership for their learning to improve in English.</p> <p>Drive the curriculum using AusVELS/Australian Curriculum and regular assessment in line with data results as per DET guidelines.</p>

		<p>Decrease</p> <ul style="list-style-type: none"> • In 2014 – 6 months or more below is 16.1% • By 2018 – 6 months or more below to be less than 11% <p>Increase</p> <ul style="list-style-type: none"> • In 2014 – 6 months or more above is 24.5% • By 2018 – 6 months or more above to be 29% <p>NAPLAN WRITING</p> <p>Year 3 (increase)</p> <ul style="list-style-type: none"> • From 2014 – Year 3 at or above band 4 – 69% • To 2018 - Year 3 at or above band 4 – 80% <p>Year 5</p> <ul style="list-style-type: none"> • From 2014 – Year 5 at or above band 6 – 45% • To 2018 - Year 5 at or above band 6 – 80% <p>To improve the Years 3 - 5 NAPLAN matched cohort:</p> <ul style="list-style-type: none"> • From Relative Growth 2014 – 18% High Growth • To Relative Growth <ul style="list-style-type: none"> ○ 2015 - 22% High growth ○ 2016 - 26% High growth ○ 2017 - 30% High growth ○ 2018 - 35% High growth • Relative Growth – reduce to less than 20% Low Growth (2014 – 33.8%) 	
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AUSVELS

WRITING

Decrease the proportion of Foundation – Year 6 students assessed at 6 months or more below the expected level and increase the proportion of students achieving at least 6 months above expected level (A, B or C) using AusVELS teacher judgements .

Decrease

- In 2014 – 6 months or more below is 21.2%
- By 2018 –6 months or more below less than 16%

Increase

- In 2014 – 6 months or more above is 18.2%
- By 2018 – 6 months or more above to be 23%

NAPLAN

READING

Year 3 (Increase):

- From 2014 – Year 3 at or above band 4 – 81%
- To 2018 - Year 3 at or above band 4 – 90%

Year 5 (Increase):

- From 2014 – Year 5 at or above band 6 – 69%
- To 2018 - Year 5 at or above band 6 – 90%

Year 3 and Year 5

- To improve the Years 3-5 NAPLAN matched cohort from growth in Reading from Relative Growth 2014 – 28% High category
- To Relative Growth
 - 2015 - 31% High growth
 - 2016 - 34% High growth
 - 2017 - 37% High growth
 - 2018 - 40% High growth

		<ul style="list-style-type: none"> Relative Growth – less than 15% in Low category (2014 – 24.6%) <p>AUSVELS Reading</p> <ul style="list-style-type: none"> Decrease the proportion of Foundation – Year 6 students assessed at 6 months below the expected level and increase the proportion of students achieving at least 6 months above expected level (A, B or C) using AusVELS teacher judgements for Reading <p>Decrease</p> <ul style="list-style-type: none"> In 2014 – 6 months or more below is 16.1% By 2018 – 6 months or more below less than 11% <p>Increase</p> <ul style="list-style-type: none"> In 2014 – 6 months or more above is 28% By 2018 – 6 months or more above to be 33% 	
<p>Engagement</p>	<p>Strengthen the accountability culture within the school for all members to ensure shared responsibility for Student Engagement.</p> <p>Empower each student to be engaged and develop their student voice to become responsible for their learning and be connected to the school and the community.</p>	<p>Improve the attendance rate from 93% in 2014 to 95% by 2018.</p> <p>Move the indicators on the Attitude to School (ATS) survey - Stimulating Learning, Teacher Empathy, School Connectedness, Student Motivation and Learning Confidence from the first quartile into the third quartile.</p> <p>Move the indicators on the Parent</p>	<p>Create opportunities to lift the profile of student leadership roles and “voice”.</p> <p>Provide a stimulating learning environment that differentiates for individual learning levels and styles.</p> <p>Explore and define models of collaboration between students and</p>

	<p>To enhance the level of stimulation, motivation and challenge in the teaching and learning programs.</p> <p>Provide seamless transition between all areas of the school.</p> <p>To develop creativity within students.</p> <p>SPECIALIST Cultivate student inquiry, creativity and broad development through the ARTS, Physical Education and Health, Science and Languages domains. To extend and cater for every child's interest level, including tapping into their individual creativity.</p> <p>To strengthen 'student voice' and engage, enable, encourage and empower students to be active in their learning journey.</p>	<p>Opinion (PO) survey - School Climate from the first quartile to the third quartile</p> <p>Move the relevant indicators on the Staff School (SS) survey - School Climate, Academic Emphasis, Collective Focus on Student Learning, Shielding and Buffering, to above average results for all Victorian Primary Schools.</p>	<p>teaching teams to engage all students</p> <p>Develop in students a high level of responsibility for their learning.</p> <p>Develop student creativity providing a range of opportunities to enhance areas of interest.</p> <p>To improve students' ability to think critically, creatively and reflectively in the development of their own learning.</p>
<p>Wellbeing</p>	<p>To develop a whole school approach to empower our students to understand and positively manage their behaviour and relationships.</p> <p>For our students to display consideration, tolerance and empathy towards others.</p> <p>For our students to demonstrate enthusiasm and a high level of involvement in their education.</p> <p>For teachers and parents to develop their understanding and capacity to support and foster positive engagement and wellbeing in all members of our community.</p>	<p>Move the indicators on the ATS survey – Student Relationships from the first or second quartile into the third quartile.</p> <p>Move the relevant indicator – for Student Behaviour and Student Engagement on the POS survey into the third quartile.</p> <p>Move the relevant indicators on the Staff survey – Staff Trust in Colleagues, Teacher Collaboration and Parent and Community Involvement, into the third quartile.</p> <p>Student attendance at First Aid to reduce by 33%. (In 2014 – 3612 First Aid visits)</p>	<p>Implement an Osborne wellbeing program.</p> <p>Establish a consistent language for promoting common values and behaviours.</p> <p>Implement strategies to enhance student engagement across the curriculum.</p> <p>Develop opportunities for student decision making.</p> <p>Developing a culture in Osborne's community where raising a child is a mutually responsible partnership between parent and school.</p>

	<p>To strengthen “student voice” and leadership through immersing students in a learning environment which promotes decision making and student choice.</p> <p>Develop partnerships between parents and teachers to enhance the value of learning.</p>		<p>Use data to monitor the success of our programs and inform next steps.</p>
Productivity	<p>To facilitate effective allocation and use of school resources to enhance student learning outcomes.</p> <p>To achieve effective student outcomes (Strategic Plan) through developing rigorous Performance and Development processes for all staff.</p> <p>Improve participation and communication between all stake holders in the school community.</p> <p>To enhance the physical learning environment to support student learning, wellbeing and safety.</p>	<p>All staff achieve successful outcomes on PDP.</p> <p>Improvement in indicators in Staff School survey to above state average in overall score.</p> <p>Student achievement data targets met in Maths and English.</p> <p>Evidence of improved teacher practice through all staff participation in peer observations and feedback.</p> <p>Accident data reduced as a result of facilities improvements.</p> <p>Increased enrolments (As at 2014 – 587 students).</p> <p>ATS survey reflect improvement in all indicators.</p> <p>Four Year Plan for ICT developed and fulfilled.</p>	<p>Development of effective roles, responsibilities and team structures.</p> <p>Develop effective structures for improved teacher professional practice.</p> <p>Align budgets with resources to best support student learning outcomes.</p> <p>Create processes for collaborative decision making.</p> <p>Ongoing development of ICT resources and infrastructure to be effective and reliable to support 21st century learning.</p> <p>To create a safe and orderly school environment.</p>

School Strategic Plan 2015 - 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <ol style="list-style-type: none"> 1. Build teacher capacity to deliver a high quality Mathematics program. 2. Build teacher capacity to identify and teach to each student's point of learning. 3. Develop teacher knowledge and skill to effectively use data to inform teaching and improve learning outcomes in mathematics. 4. Align whole school planning, delivery and assessment of Mathematics (a continuum). 5. Develop teacher knowledge and skill to effectively use data to inform teaching and improve learning outcomes in English. 6. Drive the curriculum in mathematics and English using AusVELS/Australian Curriculum and regular assessment in line with data results as per DET guidelines. 	Year 1	<ul style="list-style-type: none"> • Build teacher capacity in teaching Mathematics through professional learning teams, professional development and peer coaching. • Investigate a range of assessment tools to address and extend the students' points of need. • Investigate and develop a whole school program to improve student achievement in Mathematics. • Increase the profile of Mathematics. • Develop an Action Plan for mathematics. • Build teacher capacity in teaching English through professional learning teams, professional development and peer coaching. • Develop VCOP teaching framework to support Osborne's Writing Guide. • Continue to identify and teach reading comprehension skills to cater for each child's point of need. • Investigate a whole school spelling approach. 	<ul style="list-style-type: none"> • Meeting time regularly used for building teacher capacity in Maths and English. • All teachers use a consistent approach to Maths and English assessment. • Whole school direction for teaching Maths established. • Maths is visible in all learning spaces. • VCOP Writing guide implemented by all teachers. • All teachers have participated in peer feedback practices to improve their teaching.
	Year 2	<ul style="list-style-type: none"> • Implement an Action Plan for mathematics. • Develop a whole school mathematics plan. • Develop teacher capacity to effectively use data to inform teaching and improve learning outcomes through professional learning and professional learning teams. • Review and modify the Whole School assessment schedule. • Inject a consistent approach to Mathematical language throughout the school. • Incorporate a range of assessment tools to address and extend the students' points of need. • Teachers to facilitate student ownership for their learning to improve in Mathematics and English. • Continue to develop VCOP teaching framework to support Osborne's Writing Guide. • Revise and implement a whole school spelling approach. • Maintain high profile of English at the school. 	<ul style="list-style-type: none"> • Whole school mathematics plan developed. • Assessment schedules and consistent data sets across the school are in place. • Data is used by teachers to teach to the point of need. • Whole school spelling approach implemented.
	Year 3	<ul style="list-style-type: none"> • Whole school mathematics plan implemented • Develop student ownership of learning through student voice, self-reflection practices and goal setting. • Inject a consistent approach to mathematical language throughout the school. • Establish a range of assessment tools to address and extend the students' points of need. • Drive the curriculum using AusVELS and regular assessment in line with data results. • Continue to develop whole school spelling approach. 	<ul style="list-style-type: none"> • Whole school mathematics plan implemented. • Students regularly self-reflect, review and set individual learning goals. • All students participate in parent/student /teacher conferences. • Teachers effectively plan and deliver "point of need" teaching. • Students, teachers and parents use a common language in maths.

			<ul style="list-style-type: none"> • Whole school mathematics planning and delivery is aligned with assessment of mathematics. • Whole school spelling approach embedded.
	Year 4	<ul style="list-style-type: none"> • Review and refine teacher capacity to deliver high quality Mathematics and English programs. • Review and refine whole school mathematics and English program. • Embed consistent approach to planning, delivering and assessing mathematics. 	<ul style="list-style-type: none"> • Improved student learning outcomes in maths and English reflected in Naplan and AusVels scores. • Whole school planning documents and assessment schedule fully embedded.
<p>Engagement</p> <ol style="list-style-type: none"> 1. Create opportunities to lift the profile of student leadership roles and “voice”. 2. Provide a stimulating learning environment that differentiates for individual learning levels and styles. 3. Explore and define models of collaboration between students and teaching teams to engage all students 4. Develop in students a high level of responsibility for their learning. 5. Develop student creativity providing a range of opportunities to enhance areas of interest. 6. To improve students’ ability to think critically, creatively and reflectively in the 	Year 1	<ul style="list-style-type: none"> • To enhance student voice and oral literacy through provision of an extended range of leadership and oral presentation opportunities. • Work with staff to define “student voice”. • Develop a culture for engaging colleagues, students and the whole school within various programs. • Provide support for staff to take on shared responsibility for engaging activities for all students. • Use ongoing data to assess, monitor and improve opportunities and programs to measure and audit across the whole school. • Daily student participation in a wide range of valued programs within the classroom, specialist and extra curricula areas. • To participate in a wide range of transitional activities such as Multi Age Days, buddy programs and year level transitions to enable students to develop relationships across the school. • Regularly incorporate and develop thinking skills within student learning. • Use of ICT for engagement in learning across all domains. • Develop effective frameworks to enable students to participate in decision making about their learning including goal setting and evaluating their own progress, performance and engagement. • Use of self-assessment to assist goal setting and negotiated learning techniques. • Develop student creativity providing a range of opportunities to enhance areas of interest. • Survey students on attitudes to school, learning preferences interests and best learning practices. • Cater for all students providing a differentiated curriculum. • Cultivate student inquiry and creativity through the arts and specialist programs. 	<ul style="list-style-type: none"> • KidsMatter initiative introduced. • Individual learning plans include student goal setting. • Planning reflects differentiated learning. • Students’ creativity visible around school.

development of their own learning.	Year 2	<ul style="list-style-type: none"> • Acknowledgement and promotion of classroom, specialist and extra curricula activities to the wider community via traditional and digital forms. • Establish whole school understandings on responsible learners. • Continue to develop effective frameworks to enable students to participate in decision making about their learning including goal setting and evaluating their own progress, performance and engagement. • Use of ICT for engagement in learning across all domains. • To participate in a wide range of transitional activities such as Multi Age Days, buddy programs and year level transitions to enable students to develop relationships across the school. • Review whole school approach to student voice. • Survey students on attitudes to school, learning preferences interests and best learning practices. • Cater for all students providing a differentiated curriculum. • Develop a whole school approach to student led assessment and student/parent/teacher conferences. • To improve students' ability to think critically, creatively and reflectively in the development of their own learning. 	<ul style="list-style-type: none"> • Models of collaboration established • Implementation of the Compass reporting and communication package to link, students, parents and teachers. • Improvement in relevant categories in the ATS • Student leadership program embedded
	Year 3	<ul style="list-style-type: none"> • Embed daily student participation in a wide range of valued programs within the classroom, specialist and extra curricula areas. • A wide range of transitional activities fully embedded such as Multi Age Days, buddy programs and year level transitions to enable students to develop relationships across the school. • Survey students on attitudes to school, learning preferences interests and best learning practices. • Differentiated curriculum embedded. • Promote classroom, specialist and extra curricula activities to the wider community via traditional and digital forms. • Incorporate and develop thinking skills within student learning. 	<ul style="list-style-type: none"> • Improvement on Attitudes to School Survey student relationships, stimulating learning, school connectedness. • Student goal setting and self-assessments implemented across all year levels. • Evidence of positive school profile in the community.
	Year 4	<ul style="list-style-type: none"> • Students to assume high level responsibility for their learning. 	<ul style="list-style-type: none"> • Attitudes to School survey - Student Motivation to show continuous improvement.
Wellbeing 1. Implement an Osborne wellbeing program. 2. Establish a consistent language for promoting common values and behaviours. 3. Implement strategies to enhance student	Year 1	<ul style="list-style-type: none"> • Establish a Wellbeing Team representing all areas of the school. • Wellbeing team investigate, decide on and start to implement an Osborne wellbeing program. • Facilitate opportunity for teacher professional learning in engagement and wellbeing. • Establish a consistent language for promoting common values and behaviours. • Include students in the analysis of Attitude to School survey results and the development of action plans to improve engagement and wellbeing. 	<ul style="list-style-type: none"> • Wellbeing program decided upon Osborne values and behaviours established.
	Year 2	<ul style="list-style-type: none"> ▪ Implement Osborne Wellbeing program. ▪ Develop opportunities for student decision making. 	<ul style="list-style-type: none"> • Weekly teaching sessions on wellbeing across all year levels embedded and

<p>engagement across the curriculum.</p> <p>4. Develop opportunities for student decision making.</p> <p>5. Developing a culture in Osborne’s community where raising a child is a mutually responsible partnership between parent and school.</p> <p>6. Use data to monitor the success of our programs and inform next steps.</p>	<p>Year 3</p> <p>Year 4</p>	<ul style="list-style-type: none"> ▪ Provide parent education in the wellbeing development of their child. ▪ Implement a weekly common timetabled wellbeing teaching session. <ul style="list-style-type: none"> ▪ Developing a culture in Osborne’s community where raising a child is a mutually responsible partnership between parent and school. ▪ Enhance parents’ participation in the development of a positive school culture. ▪ Support parents through providing parent education in the wellbeing development of their child ▪ Embedding of a weekly common timetabled wellbeing teaching session. ▪ Analysis of Attitude to school survey results with students and the development of action plans to improve engagement and wellbeing. ▪ To use data to monitor the success of our programs and inform next steps. <ul style="list-style-type: none"> ▪ Continue the development of action plans to improve engagement and wellbeing. 	<p>evidenced in planning.</p> <ul style="list-style-type: none"> • Improvement in Parent Opinion survey in Behaviour Management, Student Safety, School Connectedness • Improvement in Parent Opinion survey in parent input, School Connectedness • Increased participation numbers in parent groups and voluntary work.(e.g Friend of OS, Stephanie Alexander Garden Program). • Improvement in Attitudes to School survey in Student Relationships and Wellbeing. <ul style="list-style-type: none"> • Continued improvement in Attitudes to School survey in Student Relationships and Wellbeing.
<p>Productivity</p> <p>1. Development of effective roles, responsibilities and team structures.</p> <p>2. Develop effective structures for improved teacher professional practice.</p> <p>3. Align budgets with resources to best support student learning outcomes.</p> <p>4. Create processes for collaborative decision making.</p> <p>5. Ongoing development of ICT</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Define teacher and Education Support roles and responsibilities for effective resource allocation to achieve goals. ▪ Development of effective team structures. ▪ Develop teacher professional practice in line with the AITSL standards including goal setting and feedback. ▪ Facilitate staff development and professional learning through effective use of staff expertise, mentoring/coaching programs and PD funding. ▪ To improve student learning outcomes through implementing staff accountability practices. This will involve collection of, and use of data, observation and feedback to inform teaching. ▪ Use student achievement and wellbeing data to identify where resources should be directed to support students with additional needs including extension. ▪ Establish effective use of resources to support student learning outcomes through auditing, sharing and acquiring according to needs. ▪ Create processes to support teacher curriculum planning – timetabling, consistent planning documents, assessment and data collection. ▪ Establish a 4 year plan for acquisition of ICT resources to support 21st century learning. 	<ul style="list-style-type: none"> ▪ Roles and Responsibilities document completed and enacted upon. ▪ PDP process embedded with goals set in line with strategic plan. ▪ Clean out and reorganisation of storage areas of the school completed. ▪ Implementation of the Compass communication system.

<p>resources and infrastructure to be effective and reliable to support 21st century learning.</p> <p>6. To create a safe and orderly school environment</p>		<ul style="list-style-type: none"> ▪ Create processes for collaborative decision making. ▪ Build our capacity to become a technologically proficient teaching and learning facility. ▪ Build teacher capacity to effectively use ICT to stimulate learning and enrich all programs. ▪ Continually assess class structure, groupings and use of spaces to facilitate positive outcomes. ▪ To create a safe and orderly school environment by cleaning up the school and reorganising work spaces and storage to facilitate best of use of school resources and learning spaces. 	
	Year 2	<ul style="list-style-type: none"> ▪ Use of student achievement and wellbeing data to identify where resources should be directed to support students with additional needs including extension. ▪ Align budgets with resources to best support student learning outcomes. ▪ Continue to use student achievement and wellbeing data to identify where resources should be directed to support students with additional needs including extension. ▪ Continue to improve student learning outcomes through implementing staff accountability practices. This will involve collection of, and use of data, observation and feedback to inform teaching. ▪ Continue to develop a 4 year plan for acquisition of ICT resources to support 21st century learning. ▪ Facilitate staff development and professional learning through effective use of staff expertise, mentoring/coaching programs and PD funding. ▪ Continually assess class structure, groupings and use of spaces to facilitate positive outcomes. ▪ Create processes to support teacher curriculum planning – timetabling, consistent planning documents, assessment and data collection. ▪ Continue to create a safe and orderly school environment by cleaning up the school and reorganising work spaces and storage to facilitate best of use of school resources and learning spaces 	<ul style="list-style-type: none"> ▪ Effective resources acquired to support learning ▪ Staff expertise utilised for sharing of knowledge and skills through PD, mentoring and coaching programs. ▪ Consistency in reporting and planning documents across the school.
	Year 3	<ul style="list-style-type: none"> ▪ Continuous improvement of student learning outcomes through implementing staff accountability practices. This will involve collection of, and use of data, observation and feedback to inform teaching. ▪ Continue to implement a 4 year plan for acquisition of ICT resources to support 21st century learning. 	<ul style="list-style-type: none"> ▪ Increased enrolment numbers in Prep and retention of students in other year levels.
	Year 4	<ul style="list-style-type: none"> ▪ Continuous improvement of student learning outcomes through implementing staff accountability practices. This will involve collection of, and use of data, observation and feedback to inform teaching. ▪ Review and reflect on 4 year plan for acquisition of ICT resources to support 21st century learning. 	<ul style="list-style-type: none"> ▪ ICT plan fully embedded and data showing higher usage of technology. ▪ Improved student learning outcomes across literacy and maths as per targets



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