

School Strategic Plan for Anderson's Creek Primary School 5104 2015-2018

Endorsements

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| <p>Endorsement by School Principal</p> | <p>Signed..... </p> <p>Name.....Trevor Gibbs.....</p> <p>Date.....Term 4 2015.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... </p> <p>Name.....Peter Royal.....</p> <p>Date.....Term 4 2015.....</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.....Bob Stephens.....</p> <p>Date.....18/11/2015.....</p> |

School Profile

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| Purpose | <p>Anderson's Creek Primary School aims to create a culture of mutual respect between students, teachers and parents. We strive for excellence in education, and achieve this by having engaged, optimistic, motivated and independent learners who are confident about their future.</p> <p>Our key focus is to target each child's zone of proximal development and through pre and post assessment tasks to ensure that students' personal goal setting offers realistic challenges that extends their own learning.</p> |
| Values | <p>Our school values of Respect, Optimism, Responsibility and Honesty form the key ingredient within our learning culture at Anderson's Creek Primary School.</p> <div data-bbox="564 671 1120 1098" data-label="Image"> </div> <p>All staff strive to build positive, authentic relationships with the students they teach. We believe in explicit instruction to improve student knowledge and skills. We will articulate high expectations for all students and provide a curriculum where children experience differentiated and open ended tasks that promote inquiry in learning.</p> <p>There is a strong commitment to the Specialist Program across our school to develop the students' cultural and physical wellbeing.</p> <p>We are committed to developing strong links with the local community, hence our school motto is <i>'Learning with the Community'</i></p> |

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| Environmental Context | <p>Anderson's Creek Primary School is situated on a beautifully landscaped site located behind the Goldfield's Shopping Centre adjacent to Anderson's Creek in Warrandyte. The school has a current enrolment of 351 students. The majority of students are from the local Warrandyte community. The student family occupation density (SFO) has been similar over the period of the last strategic plan averaging 0.20. This suggests the school has a high socio-economic profile and student achievements could be expected to be in the top 15% of the state. The percentage of students with English as an additional language (EAL) is classified as in the low to mid-range and there are a small number of students supported through the Program for Students with Disabilities (PSD).</p> <p>The school currently has 15 classes housed in three learning pods located in hexagonal buildings with flexible teaching and learning spaces, library facilities and computer labs. Additional linking portables have been refurbished and are bright, welcoming learning spaces. A performing arts centre was constructed as part of the federal government's stimulus package in 2010 and provides contemporary flexible learning spaces and the retractable seating enables school performances and events to be held locally. There is a basketball stadium and an Out of School Hours Care Program operating out of the same building. The grounds are exceptionally well maintained providing play spaces, a synthetic grass games area, play equipment, basketball courts, soccer ground, bat tennis and shaded seating areas. There are community-built kitchen gardens, a butterfly garden, indigenous plantings and a chicken enclosure. School council actively ensures facilities are improved and well maintained.</p> <p>The school is led by an executive leadership team comprising the principal and assistant principal. An extended leadership team also includes level leaders and a specialist co-ordinator. There is evident enthusiasm to lead the school forward and build on the established inclusive culture and strong academic standards achieved by students. There is a strong focus on the core learning areas of English and mathematics and also science and humanities. Specialist classes provide teaching and learning in the domains of health and physical education, LOTE (Italian), visual arts and music and performing arts. Reading recovery supports students who are at risk of not achieving expected literacy standards. Interpersonal development, personal learning and sustainability are catered for across the curriculum and are also supported by educational camps and excursions. The school caters for a range of extra-curricular programs including a focus on sport (lunch time tennis and soccer coaching), dance tuition, instrumental music and choir, knitting club, recorder club, Green Thumbs environmental group. Students are actively engaged in programs within the close knit Warrandyte community. Student welfare across all</p> |
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| | levels of the school are supported by the implementation of (Babsy)Building a Better School Yard (2015) |
| Service Standards (optional) | <p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 3 working days. • Parents will be notified in a "timely manner" when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behavior policies. • All teachers will provide timely and targeted feedback to students on their work. • All students will be engaged with peers of all year levels through the school's house system (4 houses)and participate in regular house activities to build collective team ownership around the 4 school values. |

Strategic Direction

| Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements. | | Key improvement strategies 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. |
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| Goals 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. | To meet the personalised learning needs of each student across the curriculum with high expectations for strong learning growth in literacy and numeracy. | <ul style="list-style-type: none"> - Progressively document and embed a whole school approach to the teaching and learning of literacy and numeracy that aligns with AusVELS. - Use of WALT/WILF and Success Criteria in curriculum delivery. <p>This will incorporate;</p> <ul style="list-style-type: none"> Prioritizing high expectations and authentic relationships Adopting consistent teaching protocols Adopting consistent learning protocols Emphasis on inquiry focused teaching – Enhance the capacity of staff to improve and deliver a differentiated curriculum for P-6 across all domains – Enhance the capacity of staff to improve their understanding of assessment criteria and analysing data to inform future teaching and learning. |
| 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><u>Teacher judgements (AusVELS)</u></p> <p>Each student to achieve one year's growth or more in English (all domains) and Mathematics (all domains) (AusVELS).</p> <p>To increase school results to be at or above the predicted score (regression line) for English & Maths compared to like schools (data taken from Government School Performance Report)</p> <p>Increase the proportion of students achieving above expected levels. (Prep-Grade 6 average)</p> | |

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| | <p>ENGLISH</p> <p>Reading and Viewing 49.1% to 80%</p> <p>Speaking and Listening 35.1% to 60%</p> <p>Writing 39.4% to 60%</p> <p>MATHEMATICS</p> <p>Measurement and Geometry 24.6% to 50%</p> <p>Number and Algebra 41.2% to 70%</p> <p>Statistics and probability 14.6% to 50%</p> <p><u>NAPLAN</u></p> <p>Literacy:</p> <p>Reading – medium to high learning gain of students from Yr3-Yr5 to increase from 88.4% to 95%</p> <p>Writing – medium to high learning gain of students from Yr3-Yr5 to increase from 86.6% to 95%</p> <p>Spelling – medium to high learning gain of students from Yr3-Yr5 to increase from 84.4% to 95%</p> <p>Grammar and Punctuation – medium to high learning gain of students from Yr3-Yr5 to increase from 86.7 to 95%</p> <p>Numeracy;- medium to high learning gain of students from Yr3-Yr5 to increase from 86.3- 95%</p> | <p>To collect data in teacher judgement for Literacy and Numeracy and record (share with each new teacher)</p> <p>Triangulation of data in reading, writing, maths and spelling using the following tools (On Demand, SWST, Probe, PM Benchmarks, M100, M200.</p> <p>Teams to analyse student data and plan for teaching and learning using this data.</p> |
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| | <p>Reduce the low end growth to zero in all domains.</p> <p>To shift the bell curve of achievement from medium growth to high growth.</p> <p>Increase the proportion in each of the top two Naplan bands;</p> <p>Year 3 Writing 79.1 %(2015) to 90% (2018)</p> <p>Spelling 53.5%(2015) to 65% (2018)</p> <p>Reading 65.1% (2015)to 75% (2018)</p> <p>Numeracy 48.8% (2015)to 70% (2018)</p> <p>Grammar and Punctuation 58.2%(2015 to 75% (2018)</p> <p>Year 5 Writing 30.9 %(2015) to 50% (2018)</p> <p>Spelling 36.3% (2015) to 55% (2018)</p> <p>Reading 63.7% (2015)to 80% (2018)</p> <p>Numeracy 27.2% (2015)to 50% (2018)</p> <p>Grammar and Punctuation 50.9%(2015) to 70% (2018)</p> <p>Ausvels (Teacher Judgements)</p> <p>Speaking and Listening Target: 75% of students to be working at above the expected level.</p> | |
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| | Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set. |
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| Year 1 | <ul style="list-style-type: none"> • Introduce On-demand Measurement and Geometry • Move from Progressive to Adaptive testing (On Demand) • Introduction of whole school maths planner • Introduction of 3/2 maths split between Number and other domains. • PD in maths by numeracy team <p>Build staff capacity in Guided reading, book introductions and running records.</p> <p>Develop and implement a whole school approach to writing Curriculum day to introduce Writers Workshop Introduce writers notebook, authors chair and modelled writing in all classrooms Introduce on-demand reading in Grade 1 and 2 classrooms All teams to moderate writing at least once per term</p> | <p>All year 3-6 classes to sit On Demand Measurement and Geometry and data used to inform future learning. A.C.P.S. have transitioned to Adaptive testing. All levels using whole school maths planner All classes to be trialling 3/2 maths split Inclusion of maths professional development in termly PD schedules</p> <p>Multiple PD sessions on guided reading and running records</p> <p>Commence Writer's Workshop and implement modelled writing, writer's notebook, author's chair and editing practices</p> <p>All grade 1 and 2 classes to complete On Demand Reading in semester 2 Documented evidence of moderation in team meetings.</p> |
| Year 2 | <ul style="list-style-type: none"> • Writers Workshop Curriculum Day 2 – focus on conferencing and editing • Build teacher toolbox in Mathematics | <p>Lisa Keskinen to facilitate further workshops around Writer's Workshop including in class professional coaching/classroom observations and feedback. Guest presenters at teacher professional development sessions each week. Collegiate visits and coaching and mentor visits.</p> <p>Whole school approach to the teaching of Mathematics. e.g. automatic response 5-10 minutes WALT/WILF displayed, action (doing) and reflection.</p> <p>Introduce PAT diagnostic testing F-6</p> |

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| | <ul style="list-style-type: none"> Documented structure of what a maths lesson looks like (WALT/WILF) | <p>Ongoing Professional Development at whole staff and team level with focus on meeting individual needs and targeting teaching at the appropriate level.</p> <p>Planning documents to support structure of the lesson</p> <p>WALT/WILF displayed for lessons and in teacher Work Programs</p> |
| Year 3 | <ul style="list-style-type: none"> Full implementation of Writer's Workshop including reflection Develop Inquiry-based approach to teaching of literacy and numeracy Reflection built into practice Whole school approach to teaching numeracy | <p>Evidence of Writer's Workshop across all levels of the school.</p> <p>Classroom visits, modelling lessons, sharing and reflecting on best practice.</p> <p>Students have choice in product development to demonstrate their understanding of the learning</p> <p>Planning using AusVELS to ask – What do the students need to know? (content) What do the students need to be able to do? (skills)</p> <p>Evidence consistently reflected in planning documents and Student Learning Diary tasks</p> <p>Teachers using a range of reflection tools for self and students</p> <p>Reflection incorporated in staff meetings and Professional Development sessions.</p> <p>All classes implementing the agreed approach to the teaching of numeracy.</p> <p>All documentation to show alignment to whole school approach</p> <p>Ongoing building of teacher capacity through Numeracy coach and Leaders, 'Hands On' Professional Development and data collection</p> |

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| | | and analysis |
| Year 4 | <ul style="list-style-type: none"> Evaluation of Writers Workshop Conduct literacy evening of children's published book | <p>Survey/questionnaire/feedback of writer's workshop focusing on achievements and areas for future growth.</p> <p>In yearly calendar, schedule a Literacy evening and all students to display a published book.</p> |

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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> | <p>To foster authentic student voice and engagement in learning</p> | <p>Plan Teacher led inquiry based learning to stimulate interest and curiosity, and allow for student choice/options to demonstrate understanding</p> <p>Teachers to assess prior knowledge to inform future planning</p> <p>Promote questioning and connect learning to the real world (purpose for learning)</p> <p>- Develop student leadership capabilities and broaden opportunities for students to experience leadership</p> |
| | <p><u>Surveys</u></p> <p><u>Attitudes to School Survey (Years 5 and 6)</u></p> <p>To show improvement in;</p> | |

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| | <p>Teaching and learning;</p> <p>Stimulating learning from 4.09 (2015) to 4.20 (2018)</p> <p>Teacher effectiveness 4.34 (2015) to 4.45 (2018)</p> <p><u>Parent Opinion Survey</u></p> <p>Within the school climate module Increase the school mean for the following;</p> <p>School Improvement from 5.18 (2014) to 5.5(2018)</p> <p>Behaviour management from 5.21(2014) to 5.5 (2018)</p> <p>Student Safety from 5.02 (2014) to 5.3 (2018)</p> <p>Classroom Behaviour from 4.34(2014) to 5.0 (2018)</p> <p><u>Attitudes to School survey</u></p> <p>Improve teaching and learning variables</p> <p>(Student opinion survey- student motivation, stimulating learning, learning confidence, teacher effectiveness).</p> <p><u>Parent Opinion survey</u> means including student engagement variables. (Especially school connectedness)</p> | <p>Provide opportunities for students to give feedback to peers and staff about their learning through student opinion surveys and reflection tools in self-assessment tasks.</p> <p>Clearly articulate “school improvement strategies” undertaken in</p> <ul style="list-style-type: none"> • student learning and engagement • student welfare and • whole school behaviour management processes both inside and outside the classroom including e-smart initiatives <p>through communication forums such as school assemblies, information nights, parent forums, school website and school newsletter.</p> <p>Create greater opportunities for students to more regularly reflect on their learning, and be involved in inquiry based learning modules both as individuals and in small groups.</p> |
| | <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</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</p> |

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| | will choose to describe actions with different levels of detail. | 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. |
| Year 1 | <p>Build engagement in learning</p> <ul style="list-style-type: none"> • Incorporate student reflection in Student Learning Diaries • Teachers trialling different ways to include student reflection in the classroom following Professional Development • Teachers beginning to include 'Student choice' in Integrated/Literacy/Numeracy activities <ul style="list-style-type: none"> • Introduce iPads to support teaching and learning | <p>Trial:</p> <ul style="list-style-type: none"> • Teachers to experiment using a variety of tools for student self-reflection • Feedback from parents on reflective tool "Two stars and a Wish" • All classes to build student reflection into S.L.D. tasks • All classes to allow time for reflection in numeracy and where relevant in other domains • Incorporate teacher self-reflection into staff meeting and staff professional development sessions. • Connecting numeracy concepts to real world examples through discussion and exploration • Teachers to plan for the use of 'hands on' concrete materials and I.C.T. in literacy and numeracy. • Individual learning plans developed for students working 12 months below and well above the expected level. • Student choice and reflection evident in work programs and planning documents. • Teachers know their students-targeted teaching and learning based on gathered assessment data. <p>Purchase a bank of ipads Organise storage and timetabling for use Sharing and implementation of relevant apps built into literacy and numeracy sessions Grades 1 and 2 to plan for the use of iPads in daily Literacy sessions</p> <p>In Grades 5 and 6, students to be provided with choice to present their findings using a variety of communication tools</p> |

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| | <p>Build student voice & broaden leadership opportunities</p> <ul style="list-style-type: none"> Review process for appointing school and sports leaders, incorporating student voice Selection of JSC and House Captains Houses | <p>Grade 6 leadership hour time tabled in each week -</p> <p>Through leadership hour feedback sought from students to assist in developing protocols for selection of student leaders. Gr. 6 students to share PREZI leadership presentations to gr.5 students School leaders attend Leadership course - GRIPP School leaders prepare for and facilitate school assemblies</p> <p>Selected staff appointed to lead JSC and House Captains Teachers to lead meetings and facilitate organising events and allocation of roles and responsibilities</p> <p>Introduction of house points and celebrated via assemblies and sporting events.</p> <p>Celebrating and sharing student successes with the community via assemblies, newsletters etc</p> |
| Year 2 | <p>Build engagement in learning</p> <ul style="list-style-type: none"> PD on the purpose and benefits of Inquiry-based learning versus Teacher led inquiry learning Introduce extra-curricular activities based around inquiry and extension such as Gateways, Tournament of the Minds, Solar Car/Boat Challenge. ILIPs written for all students working 12 months below in any ausvels level <p>Building Student voice & leadership</p> <ul style="list-style-type: none"> Build opportunities for students to take action in school and the wider community JSC and School leaders– build profile and roles and responsibilities Empower students to run lunchtime activities More Grade 6 students to attend leadership course | <p>See improvement in 2016 Student Opinion survey results in the following:</p> <ul style="list-style-type: none"> - Student motivation - Stimulating learning - Learning confidence - Teacher effectiveness - School connectedness <p>Feedback from parents on reflective tool “Two stars and a Wish” Documented evidence of student choice in planning documents.</p> <p>Through staff led initiatives, Junior School Council and School leaders to take real and relevant action to further enhance the A.C.P.S. “Community” and guide lunchtime activities.</p> <p>Through staff led initiatives, Green Thumbs Sustainability group</p> |

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| | <ul style="list-style-type: none"> House Captains to run house activities Grade 5 students to explore leadership skills Reintroduce Green Thumbs Sustainability team with clear roles and responsibilities | leading sustainability initiatives throughout the school |
| Year 3 | <p>Build engagement in learning Professional Development on planning and implementing Inquiry units of work, and trial and sampling units of work</p> <p>Continue extra-curricular activities based around inquiry and extension such as gateways, tournament of the mind, solar car/boat challenge.</p> <p>Building Student voice & leadership See ongoing improvement in 2017 Student Opinion survey results in the following:</p> <ul style="list-style-type: none"> Student motivation Stimulating learning Learning confidence Teacher effectiveness School connectedness | <p>Professional Development on planning inquiry units of work and developing the big understandings for topics taught.</p> <p>Planning and trialling inquiry units of work using the two focus questions; What do we want our students to know? (Content) What do we want our students to do? (Skills)</p> <p>Inclusion of action in a variety of ways to demonstrate learning. e.g. creating a web page to share with the community, Conducting an expo showcasing projects, articles via the local newspaper or school newsletter.</p> <p>Selected students involved in extracurricular activities working beyond the classroom.</p> <p>Implementing inquiry learning, student voice and choice, reflection and action to units of work being covered and concepts being taught.</p> <p>Incorporation of ICT as a tool to facilitate this learning approach</p> <p>Feedback from parents on reflective tool “Two stars and a Wish”</p> <p>Documented evidence of student choice in planning documents</p> |

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| | | Monitoring and analysing Student Opinion Survey data |
| Year 4 | <p>Build engagement in learning</p> <ul style="list-style-type: none"> • All staff to plan and implement Inquiry units of work • Connecting with other schools in the wider Australian and international schools <p>Building Student voice & leadership</p> <p>See ongoing improvement in 2018 Student Opinion survey results in the following:</p> <ul style="list-style-type: none"> - Student motivation - Stimulating learning - Learning confidence - Teacher effectiveness - School connectedness | <p>Feedback from parents on reflective tool “Two stars and a Wish”</p> <p>Inquiry-based learning evidenced in curriculum delivery</p> <p>Monitoring and analysing Student Opinion Survey data</p> <p>All teams planning inquiry units of work and embedding the principles of inquiry into literacy and numeracy.</p> <p>Feedback station introduced in class to gather information on;</p> <ul style="list-style-type: none"> - Stimulating learning - Learning confidence - Teacher effectiveness - School connectedness <p>To be completed twice a year.</p> |

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| <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> | <p>Key improvement strategies</p> <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> |
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| <p>Goals</p> <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> | <p>Build individual student wellbeing and social skills</p> | <p>-Refine and implement approaches to building resilience and social skills</p> <p>- Strengthen communication and partnerships with staff, parents and the wider community.</p> <p>-Enhance the school values of respect, responsibility, optimism, and honesty through a shared and collective responsibility of all staff.</p> |
| <p>Targets</p> <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> | <p>See improvement in 2016- Student Opinion survey (Attitudes to School survey) results in the following:</p> <ul style="list-style-type: none"> - Reduce Student distress from 6.12 down to 5.0 - Increase Student morale from 5.62 to 5.80 - Increase Student perception of safety to, at or above the State Mean - Increase Student connectedness to school up to or above the State Mean - Increase student connectedness to peers from 4.32 to 5.0. <p>To move results into the second quartile in the following:</p> <ul style="list-style-type: none"> - School improvement - Student motivation - Stimulating learning - Behaviour management - Student safety - Connectedness to peers - Social skills <p>Parent and community involvement to continue the upward trend towards the third quartile.</p> | <p>Continuation and further development of circle time.</p> <p>Introduction of Restorative Practices.</p> <p>Appointing a School Welfare office from within staff</p> <p>Ongoing liaison with Student Support Service Agencies</p> |
| | <p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There</p> | <p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have</p> |

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| | may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | 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. |
| Year 1 | <p>Enhance the school values of respect, responsibility, optimism, and honesty through a shared and collective responsibility of all staff</p> <p>Document and release A.C.P.S. school statement of values</p> <p>Acknowledging Student Leader positions within the school</p> <p>Introduction of Differentiation and adjustments to the curriculum to support and enhance student wellbeing.</p> <p>Introduce Building a Better School Yard (BABS Y)</p> <p>E-Smart – planning stage</p> <p>Building resilience and social skills in students</p> <p>Provide a Safe and Supportive school environment</p> | <p>School to focus on a value each term and promote in the school newsletter and at assemblies. Celebrating successes and actively involving students in these celebrations. I.e Poster competitions, Tidy classroom awards, lost property challenge</p> <p>All stakeholders to be inducted and displayed on our school website</p> <p>Display board in office area promoting these leader positions</p> <p>Differentiation built in to staff PD to allow for targeted teaching and learning and all students experiencing success and appropriate level of cognitive challenge</p> <p>S.S.G. and P.S.G meetings and streamlining processes and protocols around these meetings</p> <p>Appointment of esmart co-ordinators Liaising with eSmart Facilitator Beginning Implementation of eSmart initiatives including Cyber Safety and Cyber Bullying</p> <p>All classes to incorporate circle time into classroom program Catherine Gerhart Facilitating this initiative overseen by Assistant Principal. Year 1 program to include; 1x Parent workshop Building Better Resilience. 4x 1 hour workshops all year levels across the school Lunch time group (Managing difficult students) Regular articles on parent tips and strategies Open ended discussions in whole school assemblies</p> <p>Buddy system implemented Prep/Year 6, Grade 1/Year 5 Bridges/Transition program implemented for Kinder students.</p> |

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| | | Houses activities conducted each term (multi-age) Staff development on behavioural management strategies and understanding students with special/additional needs |
| Year 2 | <p>Enhance the school values of respect, responsibility, optimism, and honesty through a shared and collective responsibility of all staff and students</p> <p>Document and release A.C.P.S. school statement of values</p> <p>Begin to develop Student Leader Positions within the school.</p> <p>Further develop <i>differentiation</i> and <i>adjustments</i> to the curriculum to support and enhance student wellbeing</p> <p>E-Smart</p> <p>Building resilience and social skills in students Continue Building a Better School Yard (BABSy)</p> | <p>Each week a class to showcase the school value in focus and to do a short presentation at assembly and then an article in school newsletter</p> <p>Published at the beginning of each year</p> <p>Displayed at the beginning of each year in office and on website. Student leaders to become part of Junior School Council and working on projects from within the school and the wider community (students set goals)</p> <p>Continue working through modules to achieve eSmart accreditation</p> <p>Coordinators to drive implementation and keeping the community informed of progress</p> <p>All students to participate in BABSy workshops</p> <p>Circle Time, class meetings, individual and group discussions</p> <p>Students can be referred to Student Welfare Officer</p> <p>Referral to Student Services - in consultation with teacher and parents</p> |
| Year 3 | <p>Enhance the school values of respect, responsibility, optimism, and honesty through a shared and collective responsibility of all staff.</p> <p>Document and release A.C.P.S. school statement of values</p> | <p>Each week a class to showcase the school value in focus and to do a short presentation at assembly and then an article in school newsletter</p> <p>Published at the beginning of each year</p> |

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| | <p>Student Leaders to have an active role in the school</p> <p>Refinement of <i>differentiation</i> and <i>adjustments</i> to the curriculum to support and enhance student wellbeing</p> <p>E-Smart</p> <p>Building resilience and social skills in students</p> | <p>J.C.S organising and running special event days</p> <p>School Leaders representing ACPS in a variety of ways</p> <p>eSmart accreditation received</p> <p>ACPS community knowledgeable about</p> <p>Professional Development re Restorative practices for staff</p> <p>Student transition across the school:</p> <ul style="list-style-type: none"> - Document transition process - Expand on current process - Adjusted transition process for funded students eg Social stories, additional visits to new classroom, familiarisation with new teacher/s |
| Year 4 | <p>Whole school approach to wellbeing:</p> <ul style="list-style-type: none"> - Values - Transition - Circle Time - Restorative Practices - School Leaders - eSmart | <p>Assessment /Review</p> <p>Student Engagement Policy</p> <p>Documented and practising evidence of</p> <ul style="list-style-type: none"> - Values - Transition - Circle Time - Restorative Practices - School Leaders - eSmart |

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

Key improvement strategies

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.

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| combination to support improved student outcomes and achieve its goals and targets. | | |
| Goals 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. | To ensure resource management is responsive to the needs of our students, staff and the school community | - Annually review the allocation of resources to maximize strategies designed to improve student outcomes. Ensure the curriculum budgets align with school focus areas of the Strategic plan. |
| 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. | Each grade level will have a class set of iPads by 2018 Student achievement data linked to resourcing priorities Within the staff opinion survey (Professional Learning module) that our school level component score is at or above the State Primary mean. Staff and parent opinion survey measures such as teacher satisfaction with professional growth and parent satisfaction with school improvement. Attitudes to School survey –school connectedness. Student achievement measures listed above that are linked to priority resourcing areas may be used. | |
| | Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. | Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set. |
| Year 1 | Review Curriculum Budgets in line with key focus on Literacy, Numeracy, Student Engagement and Wellbeing. | Yearly annual review of curriculum expenditure to align with future goals and priorities. Timetable audit conducted |

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| | <p>Revision of timetable to maximise learning time</p> <p>Reduction of interruptions in the classroom from announcements</p> <p>Trained staff and implemented Multi Lit program to meet students working below the expected reading level in Grades 3-6.</p> <p>Further PD for staff through coaching and mentoring in classrooms across all levels of the school.</p> <p>ICT</p> <ul style="list-style-type: none"> Introduced iPads into school (class set in Level 2 and available bank of 8 for each of Prep, Level 3 and 4) Replacement program for desktop computers | <p>Implementation of average 10 hours literacy and 5 hours numeracy each week over each school term</p> <p>Timed announcements at lunch eating time and at 3.20 pm each day.</p> <p>Multitit Instruction occurs each week day by trained staff and volunteer parents working with students with specific needs. (3-6)</p> <p>Mentoring and coaching of staff linked to their individual performance plans, fully documented.</p> <p>Purchase, storage, security and implementation of their use across all levels of the school. Apps installed. i.e. reading eggs</p> <p>Budget for replacement program from year 2 onwards, role of ict co-ordinator</p> |
| Year 2 | <p>Review Curriculum Budgets in line with key focus on Literacy, Numeracy, Student Engagement and Wellbeing.</p> <p>Provide further leadership opportunities for staff and related professional development (Develop Distributive Leadership Model)</p> <p>Implement a structured coaching and mentoring program</p> <p>ICT</p> <ul style="list-style-type: none"> Build student accessibility to a range of i.c.t. software and hardware. Improve printing capabilities for students to present published pieces of work. Review assessment tracking tools to analyse student data | <p>Yearly annual review of curriculum expenditure to align with future goals and priorities.</p> <p>Leadership Structure align with the 2015-2018 Strategic Plan and fully documented.</p> <p>Fully documented program aligned with school Goals and Priorities; Staff P.D.P'S.</p> <ul style="list-style-type: none"> Complete class set of iPads into Level 4 Replacement program for desktop computers Replacement process for printers across school Documented tracking tool to monitor whole school data |
| Year 3 | <ul style="list-style-type: none"> Review and refine and enhance leadership opportunities for staff Complete class set of iPads into Level 3 Replacement program for desktop computers | <p>Documentation of refinement of programs</p> |

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| | <ul style="list-style-type: none"> • Replacement process for printers across school • Tracking tool to monitor whole school data | |
| Year 4 | <ul style="list-style-type: none"> • Evaluate effectiveness of productivity programs | Documentation of extension of programs. Increased enrolment trend Diversification of funding sources |