

School Strategic Plan 2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Glenn Butler</p> <p>Date: 18th of March, 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Frank Arrigo</p> <p>Date: 18th of March, 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.....</p> <p>Date.....</p>

School Profile

Purpose	Ormond Primary School is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided and engaged in their learning. As a learning community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge.
Values	Ormond Primary School values the personal and group attitude and performance qualities of: <ul style="list-style-type: none">• Honesty – Being truthful and open so that others can trust you.• Respect – Treating one another with consideration and courtesy.• Trust – Being able to rely on others to do the ‘right thing’ and being someone who does the ‘right thing’.• Tolerance – Being fair towards and accepting of other people’s beliefs, differences and opinions.• Quality learning – Gaining knowledge and skills through educational experiences.• Caring – Taking an interest in someone and being considerate of their feelings.
Environmental Context	<p>Ormond Primary School is a school of 415 students located in the suburb of Ormond in the south eastern metropolitan area, fourteen kilometres from the centre of Melbourne. The enrolment levels are anticipated to remain in the range of 390 – 420 students over the foreseeable future with most enrolments coming from within the current neighbourhood boundary. Students remain at the school for their entire primary schooling and over half of the students transition to the three local government secondary colleges. The school’s Student Family Occupation (SFO) index is 0.1586 and stable. This reflects relatively high socio-economic status and student achievement could therefore be expected to be in the top 10-15% of state results.</p> <p>The school has a moderate number of students from non-English speaking backgrounds and a low percentage of families in receipt of the educational maintenance allowance. Most families value education highly and have high expectations of the school and their children. Nearly all</p>

students have attended a pre-school prior to enrolment at school.

Ormond Primary School was founded in 1891 and is housed in attractive and well maintained grounds and buildings. The school's excellent facilities have been enhanced through the Building the Education Revolution (BER) Program. In 2010 a total of \$2.5 million of federal funding was allocated to develop a double storey building connecting the 1927 building, hall and the 2000 building. New facilities include a modern library, performing arts area, multimedia studio on the ground floor and four flexible classroom spaces on the first floor. The grounds have been redeveloped with artificial turf areas into a series of connected and practical play spaces catering for all age groups of students.

The school has an effective full time staff of thirty-four people. Staffing includes a principal and an assistant principal and a balanced staff profile comprised of two leading teachers and a range of expert, accomplished and graduate teachers. In addition there are a number of educational support staff including one full-time business manager and a full-time assistant in the office as well as seven integration aides who work with a small number of children across the school. The library is managed by a part-time assistant and Korean is taught by a part-time cultural aide. The multimedia program is conducted by a multimedia technician. An Out of School Hours program is staffed by a manager and four assistants.

The school is organised into teaching teams which are based on the Australian Curriculum and Australian Curriculum levels. There is an extensive specialist teaching program covering physical education, information and communications technologies, visual arts and Reading Recovery. The school is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided and engaged in their learning. As a learning community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge.

The school sought to evaluate their performance, identifying strengths and challenges to define focus areas and to reflect on the school's ability to maximise the capacity of high ability students. The school's NAPLAN relative growth data indicates the school is achieving strong learning growth

for high ability students. NAPLAN data is strong and is at or above state means in all domains. Most students make medium to high learning growth from year 3 to Year 5 and the school matched cohort means are higher than state means. Writing learning growth was particularly high from Year 3 to year 5. A focus area for the next School Strategic Plan (SSP) will be to achieve greater alignment between teacher judgements and NAPLAN data, as the panel identified that teacher judgments are lower than NAPLAN.

Student Attitudes to School and Parent Opinion Survey data is lower than expected, however student opinion has improved in most variables over the period of the current School Strategic Plan (SSP) and parent opinion indicates they believe the school provides a safe and secure learning environment for students. Attendance rates are higher than the state mean and panel interactions with students in class and with the student leadership group were positive and indicated high levels of student engagement and pride in their school. Student wellbeing programs include You Can Do It and regular class Circle Time. Restorative practices underpin the school's behaviour management policy.

The school has implemented a strategic plan of school improvement over the past four years, using current educational research to establish professional learning teams (PLTs), school-based, whole-school professional learning programs, and the analysis of student assessment data to personalise learning and an accountability process to monitor the implementation of the school's strategies. There is strong support for the productivity direction of the school by school council and the community, and priorities are addressed and appropriately funded through the annual program budget process. There is also cohesive planning of productivity initiatives, identification and articulation of short, medium and long term productivity goals and timely introduction of each staged productivity improvement.

Teacher capability has been improved through the engagement of an external professional facilitator to lead the development of a professional learning culture. Focused professional learning in priority areas has provided teachers with improved curriculum knowledge and teaching skills. The school also introduced a program of classroom observations and teacher

feedback and the development of curriculum planners to support teacher planning.

Professional learning teams provide the structure to develop consistent, detailed unit planning, moderation of student work samples and the analysis of student assessment data. PLT leaders were provided with professional development to build their skills and confidence in leading their teams and being a critical friend. The school's assessment schedule provided multiple sources of data for analysis and there is greater personalisation of student learning as a result.

The school has a commitment to information communication technologies (ICT) and the school is well resourced, particularly in Years 5 and 6. Embedding the use of learning technologies in teaching and learning programs has commenced and the school is developing an ICT Change Plan for implementation over the next four years. The principal and a classroom teacher have completed the Bastow Leading Schools in the Digital Age course and this will inform the school's work.

Ormond Primary School intends seeking Council of International Schools (CIS) accreditation during the next SSP period. The panel discussed the school's readiness to seek accreditation and determined that the school has established the pre-conditions required. One peer principal leads an accredited CIS school and the other peer's school is in the process of seeking accreditation. Both have valuable knowledge and skills to share with Ormond during the process.

The school has positive and effective relationships with other high achieving government schools and 60% of Year 6 students transition to three local government secondary colleges, with half attending McKinnon Secondary College. Feedback from the secondary schools indicates Ormond students transition very successfully and are well prepared academically and socially.

The school is well positioned to continue on its school improvement journey over the next four years, further developing scope and sequence documentation, teacher planners and planning processes and agreed models of curriculum delivery. Teacher capability will be built through successful and research-based models of professional learning, while personalisation of student learning will be improved using recognised assessment practices. The school's inquiry

	<p>curriculum will be enhanced through the CIS accreditation process and the school will provide learning opportunities for teachers to further develop their skills in planning engaging inquiry units aligned with the Australian Curriculum. This will also enhance student voice, as will student goal setting and reflection.</p>
<p>Service Standards</p>	<p>Ref: Community Consultation Policy 2014</p> <p>Rationale:</p> <p>Our school is committed to meeting the needs of the local community. In doing so, we will communicate openly and transparently with the community, seeking community input into school direction, priorities and decision making.</p> <p>Aims:</p> <p>Ensure that the community is adequately consulted on all appropriate matters in order to best meet for the needs of the community.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • We value and actively seek community input. • Community consultation provides alternative views, broadens perspectives and enhances the school's ability to cater for the needs of all of its students. • Our school will strongly promote and support School Council, Parents and Friends and other community groups and committees. • The community will be consulted on all appropriate topics, using processes that are timely, transparent and that maximise input. • Consultation will focus on the community groups most affected by the potential outcome. • Consultation will be inclusive and non-discriminatory. • Generally the community will be consulted on policy making, school direction and planning, the formation of goals and priorities, curriculum choices and the processes such as the reporting of student progress and community learning opportunities. • There are many operational decisions, such as individual teacher's roles, which would be inappropriate for community consultation. • The community will be informed that consultation does not mean decision-making nor

does it mean that decision-making will simply be based on popularity of ideas or weight of numbers.

- Consultation tools may include surveys, questionnaires, meetings or open forums.
- Information gleaned from community consultations will be openly distributed.
- School Council will actively seek input from minority community groups, where cultural or language difficulties might otherwise inhibit their participation.
- All decisions made after community consultation will be openly communicated, as will the reasoning supporting such decisions.
- Grievance resolution procedures will be developed, promoted and implemented.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	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.	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.	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>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that English</p>	To improve student achievement in English and Mathematics.	<ul style="list-style-type: none"> Teacher judgements - increase the percentage of students achieving above expected Australian Curriculum levels. 	<ol style="list-style-type: none"> Develop an agreed F-6 model of teaching in English and Mathematics. Build teacher capability through collaborative teams,

<p>and Mathematics 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>		<ul style="list-style-type: none"> • Achieve greater alignment between NAPLAN results and teacher judgements. • Sustain high relative growth in NAPLAN. • Sustain high relative growth in ICAS UNSW English & Mathematics tests. 	<p>shared professional learning, coaching and mentoring and strong accountability.</p> <p>3. Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</p>
<p>Engagement</p> <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 and their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To enhance the learning growth, engagement and achievement of every student.</p>	<ul style="list-style-type: none"> • Attitudes to School Survey variable means including stimulating learning, teacher effectiveness, student motivation and school connectedness. • Staff Opinion Survey variable means including collective responsibility, collective efficacy and parent and community involvement 	<p>1. Plan for challenging goals and effective feedback for all students and teachers.</p> <p>2. Build opportunities for student voice in learning.</p>

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To develop students who are motivated, engaged, resilient and willing to contribute as global citizens.</p>	<ul style="list-style-type: none"> • Attitudes to School Survey variable means including connectedness to school and peers, classroom behaviour and safety. • Parent Opinion Survey variable means including behaviour management and student engagement. • Staff Opinion Survey variable means including parent and community involvement and collective responsibility. 	<p>1. Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities,</p>	<p>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.</p>	<ul style="list-style-type: none"> • Staff and Parent Opinion Survey measures such as teacher satisfaction with professional growth and parent satisfaction with school improvement. • Improved alignment between NAPLAN achievements and 	<p>1. Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations.</p>

<p>community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>teacher judgements.</p> <ul style="list-style-type: none">• Achieve CIS accreditation.	
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School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	2015	<p>1. Develop an agreed F-6 model of teaching in English and Mathematics.</p> <ul style="list-style-type: none"> • Develop and implement the scope and sequence for English - reading and viewing, speaking & listening and writing. • Refine the scope and sequence for Mathematics to align with Australian Curriculum. • Use PLTs to refine planning of explicit teaching in English and Mathematics. • Develop an Ormond model for the delivery of English and Mathematics. • Organize cross school teams to examine and develop a scope and sequence continuum using: 'I can...' statements for Number. <p>2. Build teacher capability through collaborative teams, shared</p>	<ul style="list-style-type: none"> • Evidence of a whole school focus on the use of a writing continuum in Terms 2 & 4. • Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards. • Development of open ended reading comprehension tasks for moderating student achievement in reading. • Student achievement should be reflected through more accurate teacher judgements data based on Australian Curriculum standards. • Evidence of the application the Ormond Model (MAV & Differentiation) PLT planning for

		<p>professional learning, coaching and mentoring and strong accountability.</p> <ul style="list-style-type: none"> • Planned whole school professional learning to target English and Mathematics. • Build teachers' skills in English, using the successful Mathematics model of the previous strategic plan. • Develop a program of classroom observations and explicit feedback for building teacher capability. • Sharing of best practice in teaching English and Mathematics. <p>3. Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</p> <ul style="list-style-type: none"> • Review whole-school assessment schedule and develop monitoring and tracking tools. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Evidence PLTs utilizing student work samples to target explicit teaching for reading comprehension • Evidence of teachers modelling explicit teaching. • Evidence of teaching observers providing targeted feedback to peers. <ul style="list-style-type: none"> • Consistent reference to the whole school assessment schedule throughout the year.
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		<ul style="list-style-type: none"> • Focus on pre-testing, rich assessment tasks, assessment rubrics, teacher feedback and student self-assessment & reflection. • Build into team planning meetings regular moderation of tasks to refine teacher accuracy in assessment. • Teaching teams to regularly analyse data and use findings to plan personalised curriculum. 	<ul style="list-style-type: none"> • Develop 'Compass' reporting for English, Mathematics, Science and History at both the Mid-Year and End of Year Reports to parents.
	2016	<p>1. Induct all new staff on the agreed F-6 model of teaching in English and Mathematics.</p> <ul style="list-style-type: none"> • Continue the implementation of the scope and sequence for English - reading and viewing, speaking & listening and writing. • Further refine the scope and sequence for Mathematics to align with Australian Curriculum. 	<ul style="list-style-type: none"> • Evidence of a whole school focus on the use of a writing continuum in Terms 2 & 4. • Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards. • Development of open ended reading comprehension tasks for

		<ul style="list-style-type: none"> • Use PLTs to refine planning of explicit teaching in English and Mathematics. • Induct all new staff on the Ormond model for the delivery of English and Mathematics. • Support all teachers in the delivery of the Ormond Model. • Continue cross school teams to examine and develop a scope and sequence continuum using: 'I can...' statements for Number. <p>2. Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong accountability.</p> <ul style="list-style-type: none"> • Planned whole school professional learning to target English and Mathematics. • Build teachers' skills in English, using the successful Mathematics model of the previous strategic plan. • Further develop a program of classroom observations and 	<p>moderating student achievement in reading.</p> <ul style="list-style-type: none"> • Student achievement should be reflected through greater accuracy of teacher judgement data based on Australian Curriculum standards. • Evidence of the application the Ormond Model (MAV & Differentiation) PLT planning for Mathematics. <ul style="list-style-type: none"> • Evidence PLTs utilizing student work samples to target explicit teaching for reading comprehension • Evidence of teachers modelling explicit teaching. • Evidence of teaching observers providing targeted feedback to peers.
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		<p>explicit feedback for building teacher capability.</p> <ul style="list-style-type: none"> • Sharing of best practice in teaching English and Mathematics. <p>3. Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</p> <ul style="list-style-type: none"> • Review whole-school assessment schedule and develop monitoring and tracking tools. • Focus on pre-testing, rich assessment tasks, assessment rubrics, teacher feedback and student self-assessment & reflection. • Continue to build into team planning meetings regular moderation of tasks to refine teacher accuracy in assessment. • Teaching teams will regularly analyse data and use findings to plan personalised curriculum. 	<ul style="list-style-type: none"> • Consistent reference to the whole school assessment schedule throughout the year. • Further develop 'Compass' reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents. • Utilize the planning and record keeping functions of 'Compass' to plan for and report on student achievement. • Utilize the communication
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			functions of 'Compass' to inform parents of school events and updates.
	2017	<p>1. Induct all new staff on the agreed F-6 model of teaching in English and Mathematics.</p> <ul style="list-style-type: none"> • Continue the implementation of the scope and sequence for English - reading and viewing, speaking & listening and writing. • Further refine the scope and sequence for Mathematics to align with Australian Curriculum. • Use PLTs to refine planning of explicit teaching in English and Mathematics. • Induct all new staff on the Ormond model for the delivery of English and Mathematics. • Support all teachers in the delivery of the Ormond Model. • Continue cross school teams to examine and develop a scope 	<ul style="list-style-type: none"> • Evidence of a whole school focus on the use of a writing continuum in Terms 2 & 4. • Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards. • Development of open ended reading comprehension tasks for moderating student achievement in reading. • Student achievement should be reflected through more accurate teacher judgements databased on Australian Curriculum standards. • Evidence of the application the Ormond Model (MAV & Differentiation) PLT planning for Mathematics

		<p>and sequence continuum using: 'I can...' statements for Number.</p> <p>2. Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong accountability.</p> <ul style="list-style-type: none"> • Planned whole school professional learning to target English and Mathematics. • Build teachers' skills in English, using the successful Mathematics model of the previous strategic plan. • Further develop a program of classroom observations and explicit feedback for building teacher capability. • Sharing of best practice in teaching English and Mathematics. <p>3. Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</p>	<ul style="list-style-type: none"> • Evidence PLTs utilizing student work samples to target explicit teaching for reading comprehension • Evidence of teachers modelling explicit teaching. • Evidence of teaching observers providing targeted feedback to peers.
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		<ul style="list-style-type: none"> • Review whole-school assessment schedule and develop monitoring and tracking tools. • Focus on pre-testing, rich assessment tasks, assessment rubrics, teacher feedback and student self-assessment & reflection. • Continue to build into team planning meetings regular moderation of tasks to refine teacher accuracy in assessment. • Teaching teams will regularly analyse data and use findings to plan personalised curriculum. 	<ul style="list-style-type: none"> • Consistent reference to the whole school assessment schedule throughout the year. • Utilize ‘Compass’ reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents. • Further develop ‘Compass’ reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents. • Utilize the planning and record keeping functions of ‘Compass’ to plan for and report on student achievement. • Utilize the communication functions of ‘Compass’ to inform parents of school events and updates.
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	2018	<p>1. Induct all new staff on the agreed F-6 model of teaching in English and Mathematics.</p> <ul style="list-style-type: none"> • Continue the implementation of the scope and sequence for English - reading and viewing, speaking & listening and writing. • Further refine the scope and sequence for Mathematics to align with Australian Curriculum. • Use PLTs to refine planning of explicit teaching in English and Mathematics. • Induct all new staff on the Ormond model for the delivery of English and Mathematics. • Support all teachers in the delivery of the Ormond Model. • Continue cross school teams to examine and develop a scope and sequence continuum using: 'I can...' statements for Number. 	<ul style="list-style-type: none"> • Evidence of a whole school focus on the use of a writing continuum in Terms 2 & 4. • Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards. • Development of open ended reading comprehension tasks for moderating student achievement in reading. • Student achievement should be reflected through more accurate teacher judgements databased on Australian Curriculum standards. • Evidence of the application the Ormond Model (MAV & Differentiation) PLT planning for Mathematics
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		<p>tools.</p> <ul style="list-style-type: none"> • Focus on pre-testing, rich assessment tasks, assessment rubrics, teacher feedback and student self-assessment & reflection. • Continue to build into team planning meetings regular moderation of tasks to refine teacher accuracy in assessment. • Teaching teams will regularly analyse data and use findings to plan personalised curriculum. 	<ul style="list-style-type: none"> • Utilize ‘Compass’ reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents. • Further develop ‘Compass’ reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents. • Utilize the planning and record keeping functions of ‘Compass’ to plan for and report on student achievement. • Utilize the communication functions of ‘Compass’ to inform parents of school events and updates.
Engagement	2015	<ol style="list-style-type: none"> 1. Plan for challenging goals and effective feedback for all students and teachers. <ul style="list-style-type: none"> • Embed use of planning and documenting scope and 	<ul style="list-style-type: none"> • Evidence of planning through PLTs minutes

		<p>sequence charts across all domains.</p> <ul style="list-style-type: none"> • Skill teachers to plan engaging inquiry units aligned with the Australian Curriculum • Establish an affiliation with the Council of International Schools (CIS) • Develop pedagogical skills of teachers and maintain a strong professional learning culture <p>2. Build opportunities for student voice in learning.</p> <ul style="list-style-type: none"> • Enhance student voice and negotiated learning through student goal setting and reflection. • Implement the 'ICT change plan' 	<ul style="list-style-type: none"> • Evidence provided by the Inquiry Unit overview • Complete documentation and establish required programs and procedures for CIS accreditation. • Utilize AITSL Standards to set goals and determine teacher performance. • Further enhance the Student Leadership Program for Year 6 students. • Maintain a strong community focus through the Junior School Council. • Ensure that student learning units allow students to present to peers or family. • Utilize the Multimedia Resources to enhance student presentations.
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			<ul style="list-style-type: none"> Determine the extent of the schools' ICT infrastructure and student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.
	2016	<p>1. Continue planning for challenging goals and effective feedback for all students and teachers.</p> <ul style="list-style-type: none"> Induct new staff in the use of planning and documenting scope and sequence charts across all domains. Continue to skill teachers to plan engaging inquiry units aligned with the Australian Curriculum Complete the accreditation process with the Council of International Schools (CIS) Develop pedagogical skills of teachers and maintain a strong professional learning culture <p>2. Build opportunities for student voice in learning.</p>	<ul style="list-style-type: none"> Evidence of planning through PLTs minutes Evidence provided by the Inquiry Unit overview Complete documentation and establish required programs and procedures for CIS accreditation. Utilize AITSL Standards to set goals and determine teacher performance.

		<ul style="list-style-type: none"> Enhance student voice and negotiated learning through student goal setting and reflection. Implement the 'ICT change plan' 	<ul style="list-style-type: none"> Further enhance the Student Leadership Program for Year 6 students. Maintain a strong community focus through the Junior School Council. Ensure that student learning units allow students to present to peers or family. Utilize the Multimedia Resources to enhance student presentations. Determine the extent of the schools' ICT infrastructure and student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.
	2017	<ol style="list-style-type: none"> Continue planning for challenging goals and effective feedback for all students and teachers. <ul style="list-style-type: none"> Induct new staff in the use of planning and documenting scope and sequence charts across all domains. 	<ul style="list-style-type: none"> Evidence of planning through PLTs minutes

		<ul style="list-style-type: none"> • Continue to skill teachers to plan engaging inquiry units aligned with the Australian Curriculum • Continue to reference school documentation and practices in line with the Council of International Schools (CIS) • Develop pedagogical skills of teachers and maintain a strong professional learning culture <p>2. Build opportunities for student voice in learning.</p> <ul style="list-style-type: none"> • Enhance student voice and negotiated learning through student goal setting and reflection. • Implement the 'ICT change plan' 	<ul style="list-style-type: none"> • Evidence provided by the Inquiry Unit overview • Complete documentation and establish required programs and procedures for CIS accreditation. • Utilize AITSL Standards to set goals and determine teacher performance. • Further enhance the Student Leadership Program for Year 6 students. • Maintain a strong community focus through the Junior School Council. • Ensure that student learning units allow students to present to peers or family. • Utilize the Multimedia Resources to enhance student presentations. • Determine the extent of the schools' ICT infrastructure and
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			student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.
	2018	<p>1. Continue planning for challenging goals and effective feedback for all students and teachers.</p> <ul style="list-style-type: none"> • Induct all new staff in the use of planning and documenting scope and sequence charts across all domains. • Continue to skill teachers to plan engaging inquiry units aligned with the Australian Curriculum • Continue to reference school documentation and practices in line with the Council of International Schools (CIS) • Develop pedagogical skills of teachers and maintain a strong professional learning culture <p>2. Build opportunities for student</p>	<ul style="list-style-type: none"> • Evidence of planning through PLTs minutes • Evidence provided by the Inquiry Unit overview • Complete documentation and establish required programs and procedures for CIS accreditation. • Utilize AITSL Standards to set goals and determine teacher performance.

		<p>voice in learning.</p> <ul style="list-style-type: none"> • Enhance student voice and negotiated learning through student goal setting and reflection. • Implement the 'ICT change plan' 	<ul style="list-style-type: none"> • Further enhance the Student Leadership Program for Year 6 students. • Maintain a strong community focus through the Junior School Council. • Ensure that student learning units allow students to present to peers or family. • Utilize the Multimedia Resources to enhance student presentations. • Determine the extent of the schools' ICT infrastructure and student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.
Wellbeing	2015	<p>1. Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy.</p> <ul style="list-style-type: none"> • Maintain school procedures to 	<ul style="list-style-type: none"> • Promote positive student behaviours through the

		<p>ensure consistent student management practices.</p> <ul style="list-style-type: none"> • Define high expectations for student learning and behaviour. • Focus on transitions between class units. • Plan parent forums, information dissemination and celebration of learning with the community. • Benchmark staff and students' cultural understandings using the Intercultural Development Inventory (IDI). 	<p>established 'You Can Do It' program.</p> <ul style="list-style-type: none"> • Explore a range of other contemporary values programs. • Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour. • Utilize the expertise on the Education & Policy Sub-committee of School Council to Conduct Parent Forums on emerging issues. • Utilize the CIS framework to guide the development of multiculturalism and internationalism across the school. • Utilize the Student Opinion Survey to monitor the level of student satisfaction in all variables.
	2016	1. Embed a whole school approach to student wellbeing that focuses	

		<p>on positive relationships, student resilience and individual efficacy.</p> <ul style="list-style-type: none"> • Induct all new staff in the student well-being approach used at the school. • Maintain school procedures to ensure consistent student management practices. • Define high expectations for student learning and behaviour. • Focus on transitions between class units. • Plan parent forums, information dissemination and celebration of learning with the community. • Benchmark staff and students' cultural understandings using the Intercultural Development Inventory (IDI) 	<ul style="list-style-type: none"> • Promote positive student behaviours through the established 'You Can Do It' program. • Explore a range of other contemporary values programs. • Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour. • Utilize the expertise on the Education & Policy Subcommittee of School Council to Conduct Parent Forums on emerging issues. • Utilize the CIS framework to guide the development of multiculturalism and internationalism across the school. • Utilize the Student Opinion Survey to monitor the level of student satisfaction in all
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			variables.
	2017	<p>1. Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy.</p> <ul style="list-style-type: none"> • Induct all new staff in the student well-being approach used at the school. • Maintain school procedures to ensure consistent student management practices. • Define high expectations for student learning and behaviour. • Focus on transitions between class units. • Plan parent forums, information dissemination and celebration of learning with the community. • Benchmark staff and students' cultural understandings using the Intercultural Development Inventory (IDI) 	<ul style="list-style-type: none"> • Promote positive student behaviours through the established 'You Can Do It' program. • Explore a range of other contemporary values programs. • Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour. • Utilize the expertise on the Education & Policy Sub-committee of School Council to Conduct Parent Forums on emerging issues. • Utilize the CIS framework to guide the development of multiculturalism and internationalism across the

			<p>school.</p> <ul style="list-style-type: none"> Utilize the Student Opinion Survey to monitor the level of student satisfaction in all variables.
	2018	<p>1. Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy.</p> <ul style="list-style-type: none"> Induct all new staff in the student well-being approach used at the school. Maintain school procedures to ensure consistent student management practices. Define high expectations for student learning and behaviour. Focus on transitions between class units. Plan parent forums, information dissemination and celebration of learning with the community. Benchmark staff and students' cultural understandings using 	<ul style="list-style-type: none"> Promote positive student behaviours through the established 'You Can Do It' program. Explore a range of other contemporary values programs. Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour. Utilize the expertise on the Education & Policy Sub-committee of School Council to Conduct Parent Forums on emerging issues.

		the Intercultural Development Inventory (IDI)	<ul style="list-style-type: none"> Utilize the CIS framework to guide the development of multiculturalism and internationalism across the school. Utilize the Student Opinion Survey to monitor the level of student satisfaction in all variables.
Productivity	2015	<p>1. Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations.</p> <ul style="list-style-type: none"> Regularly review curriculum provision, particularly specialist programs to ensure alignment with student learning needs. Continue to implement the capital facilities plan, based on identified needs – junior playground and senior climbing equipment. Continue cyclic upgrade of classroom furniture. Implement infrastructure 	<ul style="list-style-type: none"> Monitor the levels of student achievement in all learning areas through the ‘Compass’ Mid-year and End of Year Reports. Monitor and plan for the school infrastructure, learning environment and resources through the Program Budget process. Report on the achievement of productivity goals through the School Council and its sub-

		<p>initiatives outlined in ICT Change Plan.</p> <ul style="list-style-type: none"> • Ongoing purchase and upgrading of ICT hardware. • Implementation of BYOD 1:1 program at years 5 and 6. • Provision of iPads for all teachers in Years 4, 5 & 6 in order to build teachers' learning technologies capability. 	<p>committees.</p> <ul style="list-style-type: none"> • Utilize the ICT Change Plan, eConfidence Roadmaps and SIPS data to measure progress towards ICT goals.
	2016	<p>1. Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations.</p> <ul style="list-style-type: none"> • Regularly review curriculum provision, particularly specialist programs to ensure alignment with student learning needs. • Continue to implement the capital facilities plan, based on identified needs through the School Council and sub-committees. • Continue cyclic upgrade of 	<ul style="list-style-type: none"> • Monitor the levels of student achievement in all learning areas through the 'Compass' Mid-year and End of Year Reports. • Monitor and plan for the continuous improvement of school infrastructure, learning environment and resources through the Program Budget process.

		<p>classroom furniture.</p> <ul style="list-style-type: none"> • Implement infrastructure initiatives outlined in ICT Change Plan. • Ongoing purchase and upgrading of ICT hardware. • Further implementation of laptop and iPad programs across the school <p>Provision of iPads for all teachers across the school to build teacher learning technologies capability.</p>	<ul style="list-style-type: none"> • Report on the achievement of productivity goals through the School Council and its sub-committees. • Utilize the ICT Change Plan, eConfidence Roadmaps and SIPS data to measure progress towards ICT goals.
	2017	<ol style="list-style-type: none"> 1. Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations. <ul style="list-style-type: none"> • Regularly review curriculum provision, particularly specialist programs to ensure alignment with student learning needs. • Continue to implement the capital facilities plan, based on identified needs – junior playground and senior climbing 	<ul style="list-style-type: none"> • Monitor the levels of student achievement in all learning areas through the ‘Compass’ Mid-year and End of Year Reports. • Monitor and plan for the continuous improvement of school infrastructure, learning environment and resources through the Program Budget

		<p>equipment.</p> <ul style="list-style-type: none"> • Continue cyclic upgrade of classroom furniture. • Implement infrastructure initiatives outlined in ICT Change Plan. • Ongoing purchase and upgrading of ICT hardware. • Further implementation of laptop and iPad programs across the school • Provision of iPads for all teachers across the school to build teacher learning technologies capability. 	<p>process.</p> <ul style="list-style-type: none"> • Report on the achievement of productivity goals through the School Council and its sub-committees. • Utilize the ICT Change Plan, eConfidence Roadmaps and SIPS data to measure progress towards ICT goals.
	2018	<ol style="list-style-type: none"> 1. Review the allocation of resources and impact on student learning outcomes; refine and implement recommendations. <ul style="list-style-type: none"> • Regularly review curriculum provision, particularly specialist programs to ensure alignment 	<ul style="list-style-type: none"> • Monitor the levels of student achievement in all learning areas through the 'Compass' Mid-year and End of Year Reports.

		<p>with student learning needs.</p> <ul style="list-style-type: none"> • Continue to implement the capital facilities plan, based on identified needs – junior playground and senior climbing equipment. • Continue cyclic upgrade of classroom furniture. • Implement infrastructure initiatives outlined in ICT Change Plan. • Ongoing purchase and upgrading of ICT hardware. • Further implementation of laptop and iPad programs across the school • Provision of iPads for all teachers across the school to build teacher learning technologies capability. 	<ul style="list-style-type: none"> • Monitor and plan for the continuous improvement of school infrastructure, learning environment and resources through the Program Budget process. • Report on the achievement of productivity goals through the School Council and its sub-committees. • Utilize the ICT Change Plan, eConfidence Roadmaps and SIPS data to measure progress towards ICT goals.
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