

School Strategic Plan for KINGSTON HEATH
PRIMARY SCHOOL
5101
2016 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed:</p> <p>Name Wendy Stirling</p> <p>Date: 24th March 2016</p>
<p>Endorsement by School Council</p>	<p>Signed:</p> <p>Name: Bree Vallance</p> <p>Date: 24th March 2016</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 Simon Hamilton</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>AT KINGSTON HEATH PRIMARY SCHOOL A QUALITY LEARNING ENVIRONMENT GIVES STUDENTS, STAFF AND THE COMMUNITY CONFIDENCE TO STRIVE FOR EXCELLENCE AS ACTIVE AND POSITIVE MEMBERS OF A GLOBAL VILLAGE.</p>
	<p>Kingston Heath Primary School has a focus on learning through inquiry, which is embedded in a culture of collaboration and has a strong focus on results. Learning becomes engaging, relevant, challenging and significant when students ask questions and become involved in their own education.</p>
<p>Values</p>	<p>Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>Thinkers – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> <p>Open-minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.</p> <p>Caring – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.</p> <p>Courageous - We approach uncertainty with forethought and determination; we work independently and</p>

	<p>cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>Balanced – We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve a well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.</p> <p>Reflective –We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
<p>Environmental Context</p>	<p>Kingston Heath Primary School was established in 1976 and is located on five acres in the Cheltenham area, south-east of Melbourne. It was purpose built as an open plan school, allowing for flexible teaching and learning to take place in the open spaces. Teachers work as teams giving and receiving feedback, mentoring each other, planning both horizontally and vertically, and forming student groups in various ways: home groups, like ability groups, small groups. Large groups and individual teaching. It is an authorized school for the International Baccalaureate’s Primary Years Program (PYP) and became an accredited Stephanie Alexander Kitchen Garden Program School (SAKGP) in 2011. Authorisation has also been received to implement a Montessori Cycle 2 stream and is planned for 2017.</p> <p>There are twelve teaching spaces all of which have external courtyards for outdoor learning and teaching. Recent improvements include an upgrade to the administration area and a portable classroom for 2016 for parent use. Class sizes are provided at an average ratio of 1:20. Enrolments have steadily increased over the past few years, including indigenous students and students who receive additional funding as part of the Program for Students with Disabilities (PSD). The number of students whose background is English as an Additional Language has stayed fairly consistent and the Student Family Occupation (SFO) has trended downwards slightly from 0.5 in 2011 to 0.42 in 2015.</p> <p>The current staff profile consists of 16 effective fulltime staff and 3.6 education support staff. There is a principal, a part time assistant principal, classroom teachers, a Maths and Literacy coach, a PYP coordinator, and Art, Music and Italian Specialist teachers. There is a Business Manager, two Office Assistants, maintenance person, Library Technician, garden specialist and kitchen specialist, an Educational Support Officer as well as dance teacher. There has been a significant change in staffing in the last few years but is now stable with most staff in ongoing positions.</p> <p>The school is well resourced in terms of books and equipment to support student learning in the Victorian Curriculum, the PYP and SAKGP programs. All students in years 3 to 6 participate in fortnightly kitchen and garden classes. The</p>

	<p>SAKGP is being incorporated more into the units of inquiry and is no longer a standalone program. Extra curricula activities include an elite singing group, elite dance group and lunchtime clubs. Library and Physical Education are conducted by class teachers on a rotation basis.</p> <p>The gardens continue to evolve as attractive and pleasant areas due to the commitment of the Parent Green Team. A wildlife corridor, bush tucker garden and fruit trees have all been established during the review period. The school has extensive play spaces including sports grounds, three areas of playground equipment, outdoor basketball and netball courts and shaded, quiet areas, all of which cater to passive and active pursuits. The school also has vegetable gardens, worm farms, compost bins and is an advocate for sustainability.</p> <p>The school currently has a ratio of 1.2 computers to students. This includes students leasing computers in Years 4 to 6. There are interactive whiteboards in every teaching space. Communication with parents is supported by the school website, Tiqbiz and Compass.</p>
<p>Service Standards</p>	<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 through class newsletters, school newsletters, website, Tiqbiz, COMPASS and Facebook. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan and is visible on most communications. • The school guarantees each and every student has 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 2 working days. • Parents will be engaged through Individual Learning Improvement Plans when their child requires extra support. • Student voice is valued and is a focus for the school • All teachers will provide timely and targeted feedback to students on their work. • Transition programs from pre-school to school are outstanding. Transition programs within the school occur on a weekly basis throughout term 4.

Strategic Direction

<h3>Achievement</h3> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h4>Goals</h4> <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>Goal – To develop curious life-long learners with strong academic skills in Literacy and Numeracy.</p> <p><i>Rationale: Build the instructional practices of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework through the International Baccalaureate Primary Years Program, Powerful Learning and Teaching (McCrel) and the new Victorian Curriculum</i></p>	<p><u>Planning</u> - consistency of planning and teaching and learning protocols.</p> <p><u>Professional Learning</u> - for staff in THRASS, spelling, writing and grammar and punctuation.</p> <p><u>Professional learning</u> - in the analysis of data to inform teaching.</p>
<h4>Targets</h4> <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>Relative growth – increase number of students achieving high growth and decrease number of students achieving low growth</p> <ul style="list-style-type: none"> • NAPLAN – Numeracy, Spelling, Grammar and Punctuation and Writing • Teacher Judgments - more consistency and moderation • Parent Opinion Survey – reporting measure to improve 	<p><u>Learning Intentions and Success Criteria</u> – consistency with the language used and use in planners.</p>

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • All teachers using data as the basis for planning. • All teachers using Learning Intentions and Success Criteria effectively to plan lessons. • Whole school teaching and learning protocols developed and monitored. • Continued improvement and implementation of the Primary Years Program 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Leadership team to develop whole school protocols for teaching and learning. • Progressive Achievement Tests (PAT) in Grammar and Punctuation to be used and data analysed to inform Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goals and planning at students' point of need. • Data – professional learning to increase capacity to analysis data effectively. Data team to provide professional development for teachers on data analysis. • Professional learning – develop a framework for math – investigate commercial math programs to use as a basis; • Professional learning to improve the teaching practices in spelling, writing, grammar and punctuation. 	<ul style="list-style-type: none"> • KHPS set of school protocols developed using Powerful Teaching and Learning (McCrel) as a springboard. • Detailed reports from PAT (ACER testing) to drive planning. • All teachers are competent users of data analysis tools and are using the data to drive improvement. • Bastow Data Literacy course completed by Principal and Assistant Principal • Base maths program agreed upon and implemented • Weekly English PD implemented. Scope and Sequence development of teaching and learning of spelling, writing, grammar and punctuation. Professional Learning for teachers in the use of THRASS

	<ul style="list-style-type: none"> • Literacy coordinator to complete Leading Literacy through Bastow. • Math coordinator to complete Leading Mathematics through Bastow. • Instructional practices – develop a structure to ensure consistency of teaching and learning in planners. • Protocols for writing Learning Intentions and Success Criteria – develop an agreed language. Leadership team to provide PD on developing effective Learning Intentions and Success Criteria. • Reading Eggs to be extended to whole school • Moderation of weekly writing tasks. • Scope and Sequence documents reviewed to be in line with Primary Years Program and Victorian Curriculum 	<ul style="list-style-type: none"> • Coordinator trained • Coordinator trained • The use of Professional Learning Teams to develop protocols and agreed format for planners. • Learning Intentions and Success Criteria language consistent across the school. • Learning Intentions and Success Criteria to be incorporated into planners for all areas. • Increased connection between home and school in English. • Moderation occurring using rubrics from ACARA. • English, Math, The Arts, Science and Technologies Scope and Sequences audited against Victorian Curriculum.
<p>Year 2</p>	<ul style="list-style-type: none"> • Whole school protocols reviewed and improved • Use of Learning Intentions and Success Criteria reviewed • Data team to provide PD for teachers on data analysis • Ongoing professional learning in Mathletics for all staff. 	<ul style="list-style-type: none"> • Teaching protocols, learning protocols, classroom behaviour protocols and playground protocols agreed and implemented • Tracking of Learning Intentions and Success Criteria language continued. • All teachers are competent users of data analysis tools and are using the data to drive improvement. Data shared with upper students. • Staff using Mathletics data to access strengths and weaknesses of students.

	<ul style="list-style-type: none"> • Scope and Sequence documents reviewed to be in line with Primary Years Program and Victorian Curriculum • Document teaching and learning protocols for new staff. 	<ul style="list-style-type: none"> • The Humanities, Health and Physical Education and Languages Scope and Sequences audited against Victorian Curriculum. • All programs, documentation and protocols made explicit as part of the induction process
Year 3	<ul style="list-style-type: none"> • Review Feedback processes – student to teacher, student to student. • Whole school protocols reviewed and improved • Use of Learning Intentions and Success Criteria reviewed • Data team to provide PD for teachers on data analysis 	<ul style="list-style-type: none"> • Feedback process to incorporate teaching time, reflection time, during interviews and formally and informally. • Whole school protocols review in light of data in ATSS and POS and SOS. • A survey of Students, Teachers and Parent to give feedback on implementation of Learning Intentions and Success Criteria • All staff competent in analysing data from a variety of sources
Year 4	<ul style="list-style-type: none"> • Whole school protocols reviewed and improved • Use of Learning Intentions and Success Criteria reviewed • Data team to provide PD for teachers on data analysis 	<ul style="list-style-type: none"> • Survey staff, students and parents on the impact that the Whole School Protocols are having. • The use of data impacting on teacher capacity

<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, 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>		<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>
<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>Goal: Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</p> <p><i>Rationale: Create opportunities to promote students voice and involve students in decision making about how they make a difference in their local and global communities</i></p>	<p><u>Learning Intentions and Success criteria</u> – students having input into the formation of the success criteria and being written in child-friendly language.</p> <p><u>Feedback</u> – to students and to parents, increased involvement with and by parents in the development of ILPs.</p> <p><u>Classroom protocols</u> – agreed protocols for the learning environment to allow every child to learn in the way that suits them best.</p> <p><u>Transition</u> – consistency of processes and programs implemented across the Network for year 6-7 transition.</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>	<ul style="list-style-type: none"> • Maintain current upward trends in all measures in ATSS • Staff Opinion Survey – improve Feedback • Parent Opinion Survey – improve Student Motivation and Transition 	
<p>Theory of action (optional)</p> <p>The Theory of Action explains the</p>	<ul style="list-style-type: none"> • Increase student voice in the planning and development of PYP Units of Inquiry. 	

<p>rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • Implement Learning Intentions and Success Criteria across the school • Whole school teaching and learning protocols developed and monitored. • Continue to incorporate the Powerful Learning and Curiosity project into planning and the PYP. 	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Minimum termly ILIP meeting with parents about student ILIP's; document expectations for ILIP's. • PYP – ongoing student input into matrixes allowing for learning styles • Develop strategies to raise achievements of students at the higher end • Investigate opportunities for more feedback – student to student • Revisit professional learning for Teach Like a Champion. • Students to have more input in creating their own SMART goals • Document the process for inquiry unit planning – teachers decide topics and concepts – students have choice in what they want to learn about. 	<ul style="list-style-type: none"> • All students with will have an ILIP that is updated termly. • Increased student input into matrixes. • Increased growth in NAPLAN and Teacher Judgements for students in the top 20% of year level. • Increased opportunities for peer feedback implemented. • Teachers familiar with the 49 Teach Like a Champion strategies • Students to own their SMART goals. • Protocols on Inquiry unit planning documented.

	<ul style="list-style-type: none"> • Involvement in Years 5 and 6 students and all teaching staff in the REAP program through Melbourne University 	<ul style="list-style-type: none"> • All staff to undertake the modules regarding highly able student engagement and Years 5 and 6 to undertake two tests with the staff using the data.
Year 2	<ul style="list-style-type: none"> • Document consistent teacher expectations for the learning environment across the school. • Analyse deeper the ATSS data in the engagement measures – look at student responses and interpretations of questions. • More student involvement in the development of Learning Intentions and Success Criteria • Revisit HOTS – higher order thinking skills and LOTS – lower order thinking skills. • Students creating their own SMART goals. 	<ul style="list-style-type: none"> • Documented expectations for the learning environment • Areas for improvement identified. • Greater student voice in LI and SC. • Staff familiar with HOTS and LOTS • Students to own their SMART goals.
Year 3	<ul style="list-style-type: none"> • Analyse the ATSS data in the engagement measures – look at student responses and interpretations of questions. • More student involvement in the development of Learning Intentions and Success Criteria • Analyse data to identify highly able students and implement strategies to further challenge them. 	<ul style="list-style-type: none"> • Areas for improvement identified. • Greater student voice in LI and SC. • Students identified and strategies implemented.
Year 4	<ul style="list-style-type: none"> • Analyse the ATSS data in the engagement measures – look at student responses and interpretations of questions. • More student involvement in the development of Learning Intentions and Success Criteria • Analyse data to identify if strategies in place to further challenge students has had an impact.. 	<ul style="list-style-type: none"> • Areas for improvement identified. • Greater student voice in LI and SC. • Growth of highly able students calculated through NAPLAN, ACER and teacher judgements.

<h2>Wellbeing</h2> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Goal – to develop students who are self-motivated, resilient, responsible learners and leaders.</p> <p>Rationale – to strengthen the partnership between staff, students and parents to share responsibility for student wellbeing.</p>	<p><u>Consistent behavior protocols</u> - for the classroom and schoolyard</p> <p><u>Individual Learning Improvement Plans (ILIP's)</u> – improve parent connections and input into their child's learning</p>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>Improved classroom behaviour and student safety on the Parent Opinion survey.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals</p>	<ul style="list-style-type: none"> • Whole school teaching and learning protocols developed and monitored. • Consistent marking scheme developed across the school • Improve feedback to students 	

articulated in the Plan.		
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Document protocols for classroom behavior and the learning environment. • Consistent marking scheme developed across the school. • Continue with programs that address anxiety – yoga, Mindfulness for Schools project. • Implement Peer Mediation, following student training. Provide professional learning on Peer Mediation for staff • Analyse deeper the ATSS data in the engagement measures – look at student responses and interpretations of questions. • Implement and use the Kingston Council Resilience Survey data. • Inquiry – implementation of Matrixes including student voice. • Implement eSmart modules for lower grades when they become available. Focus on one element of eSmart each term from 2016. 	<ul style="list-style-type: none"> • Documented protocols • Marking schemes developed through feedback from students. • Decreased anxiety amongst students • Students implementing Peer Mediation with teacher support. • ATSS data analysed and survey results discussed with students and their feedback given to staff. • Data analysed by staff. • Increased student voice when creating matrixes. • eSmart planner with termly focus implemented.
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue with programs that address anxiety – yoga, Mindfulness for Schools project. • Implement Peer Mediation, following student training. 	<ul style="list-style-type: none"> • Decreased anxiety amongst students • Students implementing Peer Mediation with teacher support.

	<ul style="list-style-type: none"> • Introduce Fill Up My Bucket – professional learning, programs, communication to parents. • Focus on one element of eSmart each term from 2016. 	<ul style="list-style-type: none"> • Fill Up My Bucket introduced and communicated to parents via newsletters. • eSmart planner with termly focus implemented.
Year 3	<ul style="list-style-type: none"> • Review Whole School protocols • Implement Peer Mediation, following student training. • Continue with programs that address anxiety – yoga, Mindfulness for Schools project. • Focus on one element of eSmart each term from 2016. 	<ul style="list-style-type: none"> • Whole school protocols reviewed and updated if necessary. • Students implementing Peer Mediation with teacher support. • Decreased anxiety amongst students • eSmart planner with termly focus implemented.
Year 4	<ul style="list-style-type: none"> • Continue with programs that address anxiety – yoga, Mindfulness for Schools project. • Focus on one element of eSmart each term from 2016. 	<ul style="list-style-type: none"> • Decreased anxiety amongst students • eSmart planner with termly focus implemented.

<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<h3>Key improvement strategies</h3> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<h3>Goals</h3> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Goal – to increase the capacity of the school to function as a strategic organisation.</p> <p>Rationale – to create a whole school culture of accountability and feedback</p>	<p><u>eSmart</u> – ongoing development of scope and sequence for cybersafety.</p> <p><u>Library</u> – relocation and resourcing.</p> <p><u>Sustainability</u> – ongoing development of scope and sequence.</p> <p><u>Teacher Spaces</u> – effective use with increasing enrolments – smaller class sizes.</p> <p><u>COMPASS</u> – professional learning for parents and staff.</p> <p><u>Montessori</u> - implementation in 2017.</p>
<h3>Targets</h3> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • eSmart to be implemented in Level 4, 3 and 2 • Library resources increased • Sustainability scope and sequence completed and implemented across the school • Spaces utilized to increase the number of class with a focus on decreasing class sizes • COMPASS fully utilized • Montessori implemented 	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<ul style="list-style-type: none"> • Broaden the use of Compass across the school. • Increase the use of the library • Increase the use of ICT across the school 	
<h3>Actions</h3>		<h3>Success criteria</h3>

	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Increase use of Compass <ul style="list-style-type: none"> ○ use Powerful Teaching and Learning component ○ All communication with parents sent through Compass ○ Consent and Payments made through Compass ○ Student Reports available and updates of student progress termly • Feedback on new learning spaces – team accountability for planning for classes within levels not together • Ongoing discussions about learning spaces with expectation of increasing numbers. • Develop a structure for keeping track of Inquiry resources. • Library to be relocated back to original larger space. • Audit Library resources and increase non-fiction books, and books for the EAL and Italian programs. • Increase the use of SPA. • Labelling of books used in the Premier's Reading Challenge. • Audit and purchase new ICT equipment and decommission out of date hardware. • Involve Garden specialist with Level 2 students, specifically the theory of sustainability. 	<ul style="list-style-type: none"> • All staff to have completed Powerful Teaching and Learning surveys. • All communication including event consent and payments completed through Compass • Student Reports available for download and updates available in regard to student performance • Teams still working as a level when not situated in the same building. Classes using different spaces at times. • Innovative use of learning spaces and making use of the open plan setting. • Audit of Inquiry resources completed. • Library relocated. • Purchase of books related to Units of Inquiry, EAL and Italian purchased. • Entering more data sets onto SPA and teachers using SPA as a starting point for planning. • Books labelled • Equipment purchased • Garden Specialist taking fortnightly classes with Level 2 students.

<p>Year 2</p>	<ul style="list-style-type: none"> • Increase use of Compass <ul style="list-style-type: none"> ○ Teachers to give regular feedback to parents on student progress ○ Professional learning on use of Compass and have staff as experts in each aspect • Review and refine the scope and sequence for Sustainability and allocate necessary funds. • Audit and purchase new ICT equipment and decommission out of date hardware. • Library Captain to survey students for suggestions for books in the library. • Purchase resources for P-2 for PYP inquiry units 	<ul style="list-style-type: none"> • Regular feedback given to parents via Compass. • Staff experts trained in different aspects of Compass. • Necessary funds allocated to implement Sustainably scope and sequence . • New equipment purchased • Survey completed by Library Captain • Increased appropriate resources for PYP inquiry units in Prep to 2.
<p>Year 3</p>	<ul style="list-style-type: none"> • Continue Book Review program in senior classes, with multiple copies of various titles and matrixes for assessment. • Audit and purchase new ICT equipment and decommission out of date hardware. • Increase use of Compass <ul style="list-style-type: none"> ○ Investigate the data collection tools 	<ul style="list-style-type: none"> • Purchase suitable books for Book Review program. • New equipment purchased • Collection of data using Compass
<p>Year 4</p>	<ul style="list-style-type: none"> • Continue to increase the use of the library to make it an integral part of the PYP. Allocate necessary funds for resources. Allow satisfactory timetable allocation for classes to use the library for borrowing and inquiry research. 	<ul style="list-style-type: none"> • Library being used more regularly by all students.