School Strategic Plan for Wattleview Primary School

5012

2015 – 2018

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| **Purpose**  The review of Wattleview Primary School on the 14th October 2014 provided the opportunity for the current Leadership/Staff/School Council and wider community to reflect on the overall performance in all areas for the 2011 – 2014 periods. The review identified strengths of the school performance and areas for improvement to be included in this 2015-2018 Strategic Plan.  Our 2015-2018 strategic plan will work towards a school culture and climate that continues to be ‘Educating Learner’s For Life” with a focus on preparing students to be 21st century citizens. By this we mean ensuring students are given opportunities to keep up with technological trends, be problem solvers, resilient, cooperative members of the wider community.  The School Self Evaluation has identified the following as the focus areas for the next Strategic Plan.   1. Demonstrates a whole school cohesive and consistent pedagogical approach including a shared understanding and agreement about quality teaching practices 2. Uses assessment purposefullyembedded in teaching and learning. 3. Requires a whole staff commitment to collaborative and reflective practices to drive continuous professional growth. 4. Has a whole school understanding and approach to quality student engagement. 5. Expects and promotes an aligned community commitment to the school’s values and high expectations of academic and social learning.   **Legislative context**  The development of the School Strategic Plan is required under the *Education Training and Reform Act 2006 Section 2.3.24, subsection (1.)* The Actstates that:  “A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”  **In order for effective planning to occur in regards to the 2015-2018 Strategic Plan the following actions were undertaken:**   * The self -evaluation related to the 2011-2014 Strategic Plan was conducted by gaining input from staff (via whole staff meetings and area/level meetings) and the parent community (via School Council). * All documentation pertaining to the Review was sent to the reviewer and the peer panel members. Panel included the School Council President as a representative of School Council. * The Principal/Assistant Principal/Leading Teacher and one Class Teacher attended ‘Writing a Strategic Plan PD – 2014”. * The review was undertaken on the 14th of October. The reviewers report was received within the week and the school began using it as a reference point for the writing of the 2015-2018 School Strategic Plan. * The reviewer’s report was sent to Staff and School Council. * Staff have worked collectively in designated meeting times to write and own the strategic plan. * School Council voice has occurred through council meetings and representation on the Review panel. |

## **Endorsements**

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| Endorsement by School Principal | Signed……………………………………….  Name… ELAINE WILSON.  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name…MARDI SOLOMON  Date……………………………………………  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……Signature.jpg………………………………….  Name………R Stephens (NEVR)………………………………….  Date………28 February 2015…………………………………… |
| **Legislative context for endorsement**  Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”  Ministerial Order 470states that “the requirements for the school plan are set out in guidelines produced by the Departmentof Education and Early Childhood Development.” This template forms the guidelines. | |

## **School Profile**

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| **Purpose** | Wattleview Primary School’s purpose is to educate learners for life. This means providing a learning environment that :-  • Challenges and supports all students to achieve their individual learning goals through our research based Teaching and  Learning e5 model.  • Encourages students to learn in an atmosphere of mutual respect, cooperation and participation.  • Supports students in making informed decisions that prepare them for life in a global community.  • Encourages friendship, connections with others and celebrates all successes.  • Values socially competent students who are aware of their responsibility towards the wider community. |
|  | The values that form the basis of the actions of the whole school community are implemented through the Social Competencies Program “You Can Do It” and incorporate the Tribes Agreements.  Getting Along  • Respecting the diversity (and individual differences) of our school community  • Demonstrating appropriate behaviour and standards of safety  • Showing care and concern for other people  • Establishing and maintaining friendships  Confidence  • Taking risks and attempting new and challenging things  • Being independent and working interdependently  Persistence  • Questioning and Posing problems  • Applying past knowledge to new situations  • Thinking flexibly  Organisation  • Setting Individual and Team Goals  • Planning time effectively  • Striving for accuracy  Resilience  • Remaining open to the notion of continuous learning  • Accepting the consequences of our actions  • Coping with and accepting of, change. |
| **Environmental Context** | Wattleview Primary School is situated in Wattletree Road, Ferntree Gully and has recently undergone an extensive $4million building project which included a refurbishment of an existing building and a total rebuild of the original main administration and classrooms building. The new administration building includes four classroom spaces, a large ICT learning space, a theatrette and a project room. The project also provided extensive landscaping and outdoor learning areas, which include new sport and play areas. The changes to the outdoor sport play and learning areas will significantly improve the outdoor physical and social opportunities for students.  On February census day this year (2014) our student numbers were 227. (Currently our numbers sit at 213) Our socio-economic profile is classified as “mid” and we have a “mid-high” number of students with English as a second language. Wattleview Primary School has 9 classes that are run by 11 class teachers and provides specialist classes in Physical Education, Performing Arts and Visual Arts. Currently we also provide a modified Indonesian LOTE program from P-2. Wattleview has two Principal Class officers, Principal (1.0) and Assistant Principal (0.8). We have one Leading Teacher who also works 0.8 sharing the grade with the Physical Education teacher who spends 6 hours in the shared classroom. As well as the AP and Leading Teacher, Wattleview has a number of other part time staff (2 x .4 and 3 x .2).  The classroom teachers and programs are supported by 7 Education Support Staff. The office and administration is managed by two Education Support Officers - Business Manager (1.0) and Office Administrator (0.6). Students who are funded on the PSD (8) plus a number of other students (approximately 42) are supported by 4 ongoing and 1 contracted Education Support Staff personnel.  Classroom teaching and learning is supported by a language support program, early reading intervention program, EAL and intervention /extension programs. Wattleview continues to place a strong emphasis on Student Wellbeing and Engagement. The Principal and the Assistant Principal are involved in student wellbeing on a daily basis and work with staff to manage student wellbeing and behaviour. There are a number of ways we promote student wellbeing from the provision of a Chaplaincy program, to the delivery of programs such as You Can Do It, Seasons for Growth, Solving the Jigsaw, Boys/Girls Club and Restorative Practices.  Staff work together to provide an inclusive environment, taking into account the needs of the learner and continue to have high expectations of student behaviour and learning. Wattleview staff willparticipate in regular professional learning forums regarding Literacy, Numeracy, Student Engagement, and Student Wellbeing. and Productivity in line with the focus of our 2015 – 2018 School Strategic Plan. There are many successful whole school events to promote and strengthen community involvement.  Wattleview Primary School has a committed School Council who takes an active interest in the strategic direction of the school. This group is aware of its responsibilities and understands that there are operational aspects that are the jurisdiction of the Principal. Whilst there are a number of parents involved in the school via the Council sub-committees, we have encouraged greater participation across the school community by creating opportunities for parents to be engaged in a variety of school programs. Like many schools, budgeting the finances continues to be a priority for Wattleview. There have been very few opportunities over the past 4 years to allocate money for teacher professional development and resources however, we have utilized the expertise of many staff and affiliated associations e.g. . .Mathematics Association of Victoria and CERES. |
| **Service Standards** | General   * 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 meets their individual needs.   Specific   * Parents will be engaged regularly when their child does not behave in a socially acceptable manner. * Students will play an active part in their learning: taking responsible risks, setting learning goals, reflecting on their progress on a regular basis and developing their student voice/leadership capabilities. * All teachers will provide timely and targeted feedback to students on their work. Teachers will use formative and summative assessments to inform teaching and learning. |

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| **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. |
| **Achievement** Achievement refers to both the absolute levels oflearning 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. | To improve the student achievement outcomes of all students F-6 across the curriculum with a particular focus on English and Mathematics. | **AUSVELS – TEACHER JUDGEMENTS**  **Increase the % of students achieving an A/B throughout the school.**  **2014 Results :- As a percentage**  **Reading**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **F**  **23** | **1**  **43** | **2**  **46** | **3**  **48** | **4**  **55** | **5**  **37** | **6**  **56** |   **Writing**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **F**  **20** | **1**  **20** | **2**  **27** | **3**  **24** | **4**  **26** | **5**  **21** | **6**  **22** |   **Speaking/Listening**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **F**  **0** | **1**  **13** | **2**  **19** | **3**  **12** | **4**  **16** | **5**  **17** | **6**  **25** |   **Number**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **F**  **33** | **1**  **23** | **2**  **30** | **3**  **36** | **4**  **45** | **5**  **33** | **6**  **47** |   **Measurement**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **F**  **0** | **1**  **17** | **2**  **13** | **3**  **36** | **4**  **45** | **5**  **29** | **6**  **22** |   **NAPLAN**  **Reduce the % of students achieving low relative growth.**  **2014 Results : Year 3 – 5**  Reading 17.39%  Writing – 29.17%  Spelling – 25%  Grammar and Punctuation - 33.33%  Number – 44%  **Increase the % of students achieving high relative growth**  **2014 Results : Year 3 – 5**  Reading – 34.78%  Writing – 8.33%  Spelling – 20.83  Grammar and Punctuation – 20.83%  Number – 12%  **STAFF OPINION SURVEY**  By 2018 data will show an improvement in School Climate – Collective Responsibility and Collective Efficacy at or above state mean. | 1. Build deep understanding and whole school alignment of explicit teaching practices based on a research based instructional model for increased cohesion and consistency of practice. 2. Effectively incorporate and embed purposeful assessment practices within the instructional model to drive teaching and learning for differentiated student needs. 3. Build staff capacity and collective commitment to ongoing professional reflection and growth, to provide cohesive and consistent whole school teaching and learning practices. |
| **Engagement** Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  Engagement spans students’ motivation to learn, as well as their active involvement in learning.  Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work. | To develop students as stimulated curious and confident 21st century learners. | **ABSENCES**  By 2018 student absence data will show  a reduction in the number of days absent.  2014   |  |  |  |  | | --- | --- | --- | --- | | F  14.23 | 1  15.87 | 2  11.39 | 3  16.37 | | 4  14.65 | 5  13.55 | 6  11.97 | **F-6**  **13.9** |   **ATTITUDES TO SCHOOL SURVEY**  By 2018, Stimulating Learning Component to be in the 2nd quartile or beyond, at or above 4.2 (2014 3.78)  By 2018, Teacher Effectiveness and Teacher empathy to be in the 3rd quartile.  (2014 Effectiveness 4.34)  (2014 Empathy 4.33)  **PARENT OPINION SURVEY**  By 2018, General Satisfaction to be in the 2nd quartile or beyond. Reporting to be in the 3rd quartile or beyond.  **2014 Results**  General Satisfaction 5.55 | 1. Establish and implement a whole school approach to quality learning engagement. |
| **Wellbeing** 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. | To strengthen student wellbeing built on agreed values and high expectations. | **ATTITUDES TO SCHOOL SURVEY**  By 2018 Student Safety component of the Attitudes to School Survey to be at or abovethe 3RD quartile (2014 - 4.31)  By 2018 Classroom Behaviour component of the Attitudes to School Survey is to be at or above 3.4 (2014 - 2.39) | 1. Further embed the whole school approach to student wellbeing. 2. Strengthen partnerships and alignment with parents and the wider community. |
| **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 combination to support improved student outcomes and achieve its goals and targets. | To further strengthen resource allocation processes that ensures ongoing viability and alignment with school goals and priorities. | **Staff Opinion Survey**  School Climate: Staff Trust in Colleagues to be at or above state mean by 2018.  2014 Result  Staff Trust In Colleagues - 65% | 1. Annually review and refine resource allocation in the context of impact on student achievement and the school’s strategic improvement agenda. |

## **School Strategic Plan 2014- 2017: Indicative Planner**

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| **Purpose:** the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended. | | | |
| **Key Improvement Strategies** | | **Actions** | **Achievement Milestone** |
| 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. | Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of achievement milestones should be set. |
| **Achievement**  **GOAL – To improve the student achievement outcomes of all students F-6 across the curriculum with a particular focus on English and Mathematics.**   1. **Building deep understanding and whole school alignment of explicit teaching practices based on the e5 instructional model for increased cohesion and consistency of practice.** 2. **Effectively incorporate and embed purposeful assessment practices within the instructional model to drive teaching and learning for differentiated student needs.** 3. **Build staff capacity and collective commitment to ongoing professional reflection and growth, to provide cohesive and consistent whole school teaching and learning practices.** | Year 1 | * e5 to be the Wattleview Instructional Model. * Staff to undertake self- audit (against e5) * Seven Steps to Writing Success will be implemented as a whole school approach to writing” * Train all staff in ‘Seven Steps to Writing Success”. * Implement WVPS scope and sequence in number and mental strategies. * Review and develop current assessment schedule. * Introduce and administer PAT Maths and Literacy Testing Program. . * Build a culture of collective responsibility for student learning. * Classroom teachers to have a Literacy (writing) and Numeracy (number) target in 2015 Performance Review * Ensure consistent and purposeful use of learning intentions and success criteria. * Develop a scope and sequence program for the sequential teaching of Humanities and Science * Investigate reporting packages * Audit homework practices. | * e5 Model evident in work programs and term planners * Evidence of explicit teaching in work planners, term planners and in classroom. * Evidence of growth and improvement across the e5 competency tool self-audit * Evidence of differentiated curriculum for individual students * AusVELS teacher judgements to reflect a spread of results indicating knowledge of above and below level being taught. * PAT assessment tests results to be analysed at a staff meeting in Term 1. * Timetabled vertical moderation sessions at weekly PLF’s * Literacy and Numeracy targets evident in PDR documentation. * Evidence in use of common language (success criteria / learning intentions/) across the school. * Reporting package to be chosen for 2016. * P-6 homework schedule completed. * Humanities/Science scope and sequence documentation completed. |
| Year 2 | * Develop an agreed understanding with staff of what is meant by differentiated curriculum. * Focus on Thinking Curriculum Tools and strategies within the learning environment. * Review how spelling strategies are taught across the school and develop a whole school spelling document. * Professional Learning Forums to have a focus on reflective practices for self/peer/teachers. Whole school approach to reflective practices * Continue with Seven Steps to Successful Writing * Analyse PAT data in Spelling /Grammar and Punctuation. * Ensure teacher collaboration in using data effectively to drive planning * Review and strengthen moderation strategies within and across levels for greater consistency of teacher judgements. * Implement chosen Reporting Package. * Develop and implement a whole school approach to meaningful feedback. * Continue to embed e5 practices | * Agreed definition of differentiation published and displayed. * Evidence of thinking strategies and tools within work programs and term planner * Whole school Spelling document established. * Two staff members trained as ‘report coordinators’. * Student work to reflect evidence of thinking tools and reflective practices * Staff attendance at PD regarding new reporting package * Allocation of whole school moderation times on timetabling schedule. * Timetabled discussion of data analysis (PAT) * Evidence of Common Assessment Tasks, use of a variety of assessment tools including rubrics. * Evidence of growth in e5 self- audit tool * Evidence in documentation that Assessment tools provide feedback to students. * Rubrics/Goal Setting and Self Reflection practices will be evident in classroom practice. |
| Year 3 | * Staff to have specific Numeracy and Literacy targets in their 2017 Performance Plan. * Staff analysis of PAT/NAPLAN data. * Thinking curriculum visible within learning environment i.e. tools and strategies. * Review and modify whole school approach to spelling program. | * All planning documentation to reflect differentiation. * Analysis of PAT Spelling data, compare results for relative growth. * Completed e5 audits in PDR documentation * Evidence of a variety of graphic organisers being used across the school. * Implementation of whole school spelling program. |
| Year 4 | * Evaluate 2015-2017 and Review | * Evaluate and Review |
| **Engagement**  **GOAL – To develop students as stimulated, curious and confident 21st century learners**   1. **Establish and implement a whole school approach to quality learning engagement** | Year 1 | * Develop an agreed understanding of quality learning and engagement. * Administer PAT social emotional wellbeing test. * Increase opportunities for students to have input into their own learning. * Introduce inquiry based learning to include deep understandings and student interest with a focus on Science and History. * Staff agreement on what effective learning intentions, success criteria and effective feedback looks like at Wattleview. * Making links with the wider community – investigate a link with an overseas school * Improvement in school climate overall * Continue student led conferences with parents * Analyse student survey data and PAT Social Emotional test * Continue to ensure JSC has a voice in the wider school community * Grow and develop leadership roles for students. * Develop student understanding of sustainability in the local area. * Establish a sustainability committee. | * Agreed understanding of quality learning and teaching evident in classroom practice and documentation. * Analyse and interpret PAT survey results to make recommendations. * Students using common language e.g. You Can Do It, Seven Steps etc. * Goal setting and reflective practices evident in level planning/work programs/ classrooms . * Teachers and students working together to produce individual learning goals. * Visible use of open flexible learning spaces to provide greater opportunities for interaction between peers and staff. * Evidence of e5 operating in all classrooms * Students to present their learning goals and achievements to parents in June. * Improvement in parent satisfaction component of the parent survey. * Discuss survey data with year 5/6 * JSC presenting at School Council Meetings * School Climate component of Staff Survey to show an upward trend * Increased student leadership roles. * Increased awareness of sustainability |
| Year 2 | * All staff using Learning Intentions and success criteria across the curriculum. * Students use success criteria to set their own goals. * Students to begin creating their own rubrics and success criteria. * Develop Wattleview CATS and RATS * Audit excursions and other activities to identify relevance to the curriculum * Continue to promote inquiry based learning. * Administer Attitudes to School Survey and PAT Social Emotional Survey * Audit all feedback processes for their relevance and impact on teaching and learning. * Establish student roles in caring for their school environment. * Establish a link with an overseas school. * Develop a whole school ICT plan | * Learning Intentions and Success criteria visible in all classrooms * Students can articulate their position in the learning process. * Evidence of student driven learning i.e. posing questions, using rubrics and peer feedback * Evidence of Common and Rich assessment tasks in planning documentation. * Evidence of the Inquiry approach in documentation * Discuss 5/6 survey data with students. * Increased awareness and student participation in school sustainability   programs   * Draft ICT plan * Correspondence with an overseas school. |
| Year 3 | * Review and refine Common and Rich assessment tasks. * Continue with PAT Testing on Social Emotional Wellbeing. * Analyse student survey data * Establish and maintain a whole school community environmental program * Sustainability committee to have student representation. | * Published P-6 assessment resource of CATS and RATS. * Upward trend in student satisfaction * Environmental Reports in newsletters * Articles written by the students sent to local papers. * Grants gained by Sustainability committee * Growth in student and parent participation in all school environmental program |
| Year 4 | * Evaluate and Review | * Evaluate and Review |
| **Wellbeing**  **GOAL – To strengthen student wellbeing built on agreed values and high expectations**   1. **Further embed the whole school approach to student wellbeing.** 2. **Strengthen partnerships and alignment with parents and the wider community.** | Year 1 | * Revisit and affirm school values through ‘Celebrate Wattleview’ * Greater focus evident throughout the school of YCDI program and Values. * Continue with Solving the Jigsaw and Seasons for Growth programs. * Maintain Chaplaincy program * Promote a team oriented approach to student learning and wellbeing * Build closer working relationships with area levels and across the school. * Wellbeing programs timetabled each week. * Conduct fortnightly wellbeing meetings * Maximise all open, flexible learning spaces to provide greater opportunities for student and staff interaction. * ILP’s developed for students at risk i.e. academic/wellbeing * Analyse and act on the results of the 2014 School Council Survey. * Liaison with Knox City Council in a number of programs to promote Health, Wellbeing initiatives and sustainability change. * Ensure PE program continues to have a high profile | * Evidence of class and school protocols throughout the school * Increase in resilience * You Can Do it Activities recorded in planning documentation * Values visible in all rooms * Common language of Solving the Jigsaw used by students * Chaplaincy to organise and participate in, extra curricula activities for high need/at risk students e.g. Day Away, * Evidence of collective responsibility for student and staff wellbeing. * Expert teacher to facilitate/chair /organise PSG meetings and have reference to it in personal PD plan. * ILP’s for all students deemed at risk or in need of enrichment to be on the ‘s’ drive each term. * Refine processes in response to community feedback. * Communication of action to parents via newsletter/social media/website * Successful opening of $4m project. * Action Plan Established. * SFYS Grant obtained and workshops delivered to staff and students for wellbeing and sustainability change. * Promotion at school assemblies/in newsletters/social media. |
| Year 2 | * Celebrate Wattleview first 2 weeks of term. * Continue fortnightly wellbeing meetings. * Continue with a focus on Social Media and Cyber bullying * Maintain fortnightly wellbeing meetings. * Continue all social skills programs * Continue SYFS membership and maintain a partnership with Knox Council (Healthy Together Knox). * Maintain relationship with CHIPS Chaplaincy staff * Evaluate Social Competencies Programs across the school using a Survey Monkey. | * Evidence in work programs and planning documentation * Allocation of time to meet with Wellbeing team and SSSO staff. * Student presentation to parents re Social Media * AP Representation on SYFS Wellbeing Group. * Weekly meetings and discussions with Chaplains. * Collecting and analysing Survey Monkey data * Survey data presented to staff and parents * Create action plan to address survey issues. |
| Year 3 | * Celebrate Wattleview program to be run in the first two weeks of term 1. * Embed sustainability into the curriculum including global and personal perspectives to develop students as resilient change agents. * Investigate Compass Education for sustainability transformation. * Review Chaplaincy program in consultation with the chaplains. * Review current wellbeing programs P-6. * Complete Healthy Together Knox modules | * Evidence in work programs and planning documentation * Student led activities that demonstrate sustainability practices e.g. selling garden produce * Report to Staff and parent community on findings in regard to Compass Education * Use communication vehicle to report to Staff and School Council . * Ensure Programs meet needs of the students * Accreditation of modules achieved. |
| Year 4 | * Evaluate and Review | * Evaluate and Review |
| **Productivity**  **GOAL – Strengthen resource allocation processes that ensure ongoing viability and alignment with school goals and priorities.**   1. **Annually review and refine resource allocation in the context of impact on student achievement and the school’s strategic improvement agenda. .**   **To further strengthen resource allocation processes that ensures ongoing viability and alignment with school goals and priorities.** | Year 1 | * Devise a long term school professional learning plan * Monitor the workforce plan to maintain ongoing financial viability. * Identify/Develop a staff member to lead ICT. * Audit how ICT is used in the curriculum * Devise and fund a technology plan based on the Wattleview PS teaching and learning model. Research best practice * Access DET Technical Support to initiate advice and planning * Develop 4 year maintenance plan * Ensure timetables allow for maximising 5 hrs literacy and 6 hrs numeracy instruction daily * Allocate funds for LOTE /Language and Early reading intervention programs * Allocate funds to staff a maintenance program e.g. handyman/gardener * Explore and maximise opportunities to promote partnerships and generate revenue through grants and sponsorship. * Monitor the timetable structure in the context of optimising staff expertise . | * Documented yearly PLFplan * All teaching staff provide robust evidence to support their PDP plans * Staffing matrix developed and discussed at Consultative meetings * School Council to oversee four year Strategic plan and minute progress at each meeting. * Four Year ICT Plan Investigation, publish preliminary findings. * Finance Committee meets monthly to manage school spending * Ensure staff P&D plans incorporate strategic plan goals * Establish a committee on School Council to investigate sponsorship and grants * Provision of opportunities for staff to observe other schools IT programs * Collation of audit results to be published. * Curriculum budgets reflect Strategic Plan |
| Year 2 | * Review school professional learning plan * Review school’s staffing plan * Review 4 year maintenance plan * Review curriculum time allocation * Continue to investigate possible grants available to the school * Curriculum Budgets reflect Strategic Plan initiatives * Continue to access ICT expertise from DET and the local community * Refine the ICT plan. | * Ensure staff P&D plans incorporate strategic plan goals * Feedback to School Council and parent community on progress of School Strategic Plan * Access sponsorship and grants within the local community * Finance Committee meets monthly to manage school spending * Feedback to School Council and wider community on the progress Four Year ICT plan |
| Year 3 | * Review school professional learning plan * Review school’s staffing plan * Review 4 year maintenance plan * Review curriculum time allocation * Investigate possible grants available to the school * Curriculum Budgets reflect Strategic Plan initiatives | * Staff PD plans continue to incorporate goals from the strategic plan. * Finance Committee meets monthly to manage school spending. * Feedback to the School Council and community on the progress of the ICT plan. |
| Year 4 | * Evaluate and Review | * Evaluate and Review |