

# School Strategic Plan for McKinnon Primary School 4366 2015-2018

## Endorsement

Endorsement by School Principal	Name: Leonie Fitzgerald Date: December 2015
Endorsement by School Council	Name: Jamie Jones Date: December 2015 School Council President indicates that the School Strategic Plan has been endorsed by School Council.

## School Profile

<p><b>Purpose</b></p>	<p>The teaching and learning culture at McKinnon Primary School inspires learners to inquire, reflect and understand in an inclusive and safe environment.</p> <p>An ongoing partnership between home and school is established and nurtured for every child to foster their social, emotional, physical, intercultural and academic development. Each child is supported to reach their full potential.</p> <p>Students are motivated to become active life-long learners who develop respect, compassion, caring and understanding for their role as global citizens.</p>
<p><b>Values</b></p>	<p>The values embodied in the International Baccalaureate learner profile are underpinned by the attitudes of the Primary Years Programme and will guide the community during the next four years.</p> <p>Learner Profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.</p> <p>Attitudes – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.</p>
<p><b>Environmental Context</b></p>	<p>McKinnon Primary School has an enrolment of 845 students and is located on Tucker Road, Ormond, in the City of Glen Eira. The school was opened on 2<sup>nd</sup> January 1930 and at that time was named Ormond East Primary School. Initially the land was ungraded and undrained with no sealed surfaces, lawns or gardens. The road and paths leading to the school were also unmade but from these raw beginnings the school community have worked unceasingly to build and promote the academic and physical values of the school.</p> <p>In 2014 McKinnon was internationally accredited by the Council of International Schools and authorised by the International Baccalaureate Organisation to teach the Primary Years Programme in 2011.</p> <p>The school has 57.6 teaching staff – which is 3 Principal class and 54.6 teaching staff, along with 10 Education Support staff. The school is supported by an ICT Technician, Psychologist, Speech Pathologist and Visiting Teachers who service the school on a weekly basis.</p> <p>McKinnon Primary School strives for excellence through a genuine partnership and openness between staff and the school community by providing a safe, happy, friendly and challenging environment, ideal for learning.</p> <p>We foster self-esteem, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning.</p> <p>We develop the skills, values and attitudes that will provide students with a framework for making positive contributions to their community.</p> <p>We encourage our students to have respect for each other and pride in themselves, their achievements, their school, the wider community and in the environment. The caring atmosphere of the school encourages students to take calculated risks and feel good about themselves.</p>

The school has a strong focus on the social, emotional and physical development of the child which is carefully nurtured through cross curricular welfare and social programs. Year 6 students are involved in the Rock and Water program to strengthen student resilience and self-esteem.

A comprehensive and balanced curriculum, suited to the needs of our students, is offered through seven year sequential programs in the area of Mathematics, The Arts, English, The Humanities, Science, Design, Creativity and Technology, ICT, Communication, Thinking Skills, Health and Physical Education, Sport and Mandarin. The delivery of these programs is enhanced by the provision of specialist teaching in the areas of support through the Mini Lit program, classroom and instrumental Music & Drama – Performing Arts, Visual Arts, Mandarin, PE & Sport and an effective integration program. The strand of Physical, Personal and Social Learning further supports our curriculum. Our core curriculum is further enriched by activities such as our whole school camping program, intensive whole school swimming program, whole school transition program, Year 6 interschool sport, whole school annual production, junior and senior choir, Stage Band and Rock Band, Year 6 leadership program, PYP transdisciplinary Prep to Year 6 programme (Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet), buddies program, multi-age day activities, local school network activities, interschool conferences and our strong links to our local preschool and secondary colleges.

The school is organised into junior, middle and senior areas. Best practice teaching strategies and philosophies are deployed by all teachers at the school with great success, particularly the use of Early Years and Middle Years programs.

A wide variety of professional development is undertaken by staff to continuously consolidate and enhance their skills in best practice delivery and development of teaching and learning programs.

In 2007 the school received a grant to commence Stage 1 and a major redevelopment and was awarded “Best designed redeveloped school”. This building was the beginning of open plan, flexible teaching space facilities. In 2009 the Building Education Revolution program was granted and provided us with additional facilities which were incorporated in the Stage 2 project. The staffroom, sick bay and store room were renovated and a new canteen and basketball stadium facility was built. In December 2010 we were advised that we would enter into the final Stage 2 redevelopment phase which was to complete the refurbishment of the main two storey building. These new facilities ensured we could provide the best opportunities to meet students’ learning needs in the 21<sup>st</sup> Century.

McKinnon aims to develop internationally minded students who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

In 2013, staff and students developed a school-wide definition of “International-Mindedness.”

At McKinnon Primary an *International-Minded* person:

- Has an appreciation for the interconnectedness of our world and that our actions and choices affect others.
- Understands their global responsibility and cares for the planet and all its people.
- Has an open-minded nature that allows them to develop respect for the complexity of culture.

Ultimately, students have the ability to look at the world critically and take action.

	<p>Our students strive to be:</p> <p>Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective</p> <p>As we challenge each of our students to achieve his/her potential we are supported by staff and parents whose enthusiastic efforts continue to ensure the provision of the best possible outcomes and learning environment for the students at McKinnon Primary School.</p>
<p><b>Service Standards</b></p>	<p>The Strategic Plan has been aligned with the recommendations given by the Council of International Schools (CIS) through the accreditation process undertaken in 2014, which followed a major school review involving students, staff and the wider school community.</p> <p>McKinnon Primary School will:</p> <ul style="list-style-type: none"> <li>• Fosters close links with parents and the broader school community through its commitment to open and regular communication.</li> <li>• Commits to the active sharing of its vision and goals to ensure school community engagement in our Strategic Plan.</li> <li>• Guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• Provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• Aims to provide students with instruction that is adapted to their individual needs.</li> <li>• Will engage parents regularly when their child does not behave in a socially acceptable manner, or has attendance issues.</li> <li>• Expects teachers to provide timely and targeted feedback to students on their work.</li> </ul>

## Strategic Direction

Achievement		Key improvement strategies
<b>Goals</b>	<p>To optimise student learning outcomes across the school particularly in English and Mathematics.</p> <p>To embed the cultural and international approach to teaching of Chinese Mandarin language and cross-curriculum Priorities of the AusVELS across the school.</p>	<p>Develop McKinnon's best practice in Teaching and Learning of English and Mathematics, which support and extend all students on a personalised basis.</p>
<b>Targets</b>	<p>Ensuring the majority of students will achieve 14 months growth in all areas of English and Mathematics in a calendar year based on AusVELS.</p> <p>100% of Foundation Level (deemed capable) students reading at an accuracy level of 96% and above, at Level 7 with satisfactory comprehension.</p> <p>100% of Level 2 students (deemed capable) reading at an accuracy level of 96% and above, at Level 22 with satisfactory comprehension.</p> <p><b>By 2018 in NAPLAN:</b>            Year 3 Reading, 87% of students will be assessed at or above Band 4 compared to 2014 at 84%.            Year 5 Reading, 80% of students will be assessed at or above Band 6 compared to 2014 at 76%.            Year 3 Spelling, 80% of students will be assessed at or above Band 4 compared to 2014 at 76%.            Year 5 Spelling, 80% of students will be assessed at or above Band 6 compared to 2014 at 75%.            Year 3 Numeracy, 85% of students will be assessed at or above Band 4 compared to 2014 at 82%.            Year 5 Numeracy, 80% of students will be assessed at or above Band 6 compared to 2014 at 77%.            By 2018 learning growth in all areas of English and Mathematics improves by 10% based on the National Means Score.            100% of students participating in differentiated explicit Teaching and Learning in Mandarin (languages), Foundation to Year 6.            Based on McKinnon Primary School Assessment model all students will show an individual improvement level on an annual basis for Mandarin.            Formalising and embedding the Mandarin Engagement Program in Year 3.</p>	<p>Develop staff capacity and confidence when teaching and assessing against EAL Standards (As per CIS Recommendation B6d).</p> <p>Develop the capacity of staff to teach Chinese Mandarin.</p>

Key Improvement Strategy		Actions	Success criteria
1. Develop McKinnon's best practice in Teaching and Learning of English and Mathematics, which support and extend all students on a personalised basis	Year 1	<ul style="list-style-type: none"> <li>All staff provide Educational Learning Plans (ELPs) including targeted levels of growth for students requiring intervention support, and extension.</li> <li>Review the participants in the MultiLit Program.</li> <li>Develop the review and assessment process for MultiLit Program.</li> <li>Provide professional learning to support the consistent and effective assessment and moderation of writing F-6.</li> <li>Develop McKinnon Primary Scope and Sequence for Mathematics.</li> <li>Review whole-school data collection and analysis in English (Reading) using AusVELS Continuums.</li> <li>Implementation of whole school mathematics testing using PAT Maths.</li> <li>Review of assessment practices in English and Mathematics at the year level.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to develop ELP's for students at risk (requiring additional planning beyond general classroom program).</li> <li>Review the 'exit' and 'entry' process of students who access MultiLit Programs.</li> <li>Staff completes team level, inter-team and cross-school moderation of writing to foster consistent assessment F-6.</li> <li>Consistent completion of the AusVELS Continuum Assessment Spreadsheets (Reading).</li> <li>McKinnon Primary Scope and Sequence for Mathematics finalised.</li> <li>School-wide use of PAT Math Assessment to inform teaching introduced.</li> <li>Co-ordinators to provide regular feedback on current assessment practices in English and Mathematics.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Investigate Peer Observation Cycle.</li> <li>Review current practices of teaching and learning of Spelling F-6.</li> <li>Provide professional learning for the teaching and assessment of Spelling.</li> <li>Teams to participate in audit of weekly planning documents for Mathematics and English.</li> <li>English and Mathematics Leaders to support the cohort moderation and analysis of data.</li> <li>Continue to provide professional learning to support consistent and effective data collection and analysis to inform differentiation.</li> <li>Implementation of whole school Mathematics testing using Essential Assessment - Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Peer Observation protocols developed and trialled.</li> <li>Review differentiation practices in planning documents F-6.</li> <li>Documentation outlining current spelling practices and identification of areas for improvement.</li> <li>Whole-school English and Mathematics weekly planning documents developed.</li> <li>Data analysis and team moderation drives differentiation in English and Mathematics planning.</li> <li>Increased confidence in teacher judgment when marking beyond benchmark based on evidence.</li> <li>All staff have identified growth in their instructional practice through the performance and development mid and end cycle process.</li> <li>School-wide use of Essential Assessment - Mathematics to inform teaching introduced.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Involve staff in the Peer Observation cycles.</li> <li>Develop whole-school approach to the 'best practice' of teaching and learning of Spelling.</li> <li>Embed the use of consistent language in the teaching of Mathematics.</li> <li>Develop Whole School Assessment Database to inform consistent school wide identification practices of 'at risk' students (intervention or high ability) in Term 1, Term 2 and Term 4 (in preparation for transition).</li> </ul>	<ul style="list-style-type: none"> <li>Staff observe and are observed by their peers for professional growth.</li> <li>Development of Spelling Scope and Sequence F-6.</li> <li>All staff involved in the development of the 'best practice' of teaching and learning of Spelling.</li> <li>Review school NAPLAN Spelling data.</li> <li>Staff are consistently planning the language component in the weekly planning documents.</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to provide professional learning to support consistent and effective data collection and analysis to inform differentiation at class and cohort level.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Assessment Database developed.</li> <li>Improved consistency of AusVELS judgements in Reading, Writing and Number across school.</li> <li>Staff participated in Professional Learning on how to effectively gather and analyse data.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review of Peer Observation Cycle.</li> <li>Continue to provide professional learning on data analysis.</li> <li>Review of Assessment Schedule in English and Mathematics.</li> <li>Review Whole School Assessment Database.</li> <li>Implement whole-school approach to the 'best practice' of teaching and learning of Spelling.</li> <li>Review Mathematics Scope and Sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback gathered from their peer observations.</li> <li>Alignment of McKinnon Assessment Practices in English and Mathematics.</li> <li>All staff understand and effectively use data and assessment to inform their teaching and learning, and track student growth using database systems &amp; AusVELS continuum.</li> <li>Complete review of Reading, Writing and Mathematics results from NAPLAN and AusVELS data to identify improvement in student outcomes.</li> <li>All staff consistently implementing Spelling approach</li> <li>Review student NAPLAN Data in Spelling.</li> <li>Staff involved in review of Mathematics Scope and Sequence.</li> </ul>

Key Improvement Strategy		Actions	Success criteria
2. Continue to develop staff capacity and confidence when teaching and assessing against EAL Standards (As per CIS Recommendation B6d).	Year 1	<ul style="list-style-type: none"> <li>Provide professional learning for the identification and assessment of EAL students.</li> <li>Trial the use of the TEAL program for EAL students.</li> </ul>	<ul style="list-style-type: none"> <li>All staff participate in professional learning on the identification and assessment of EAL students.</li> <li>A majority of EAL students participated in the TEAL trial.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue to provide professional learning for the identification, teaching and assessment of EAL learners.</li> <li>Review the use of the TEAL program.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in teacher effectiveness and confidence when reporting against EAL standards.</li> <li>Leadership team review participation in further TEAL practices.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Embed the consistent teaching, assessment and reporting practices for EAL learners.</li> </ul>	<ul style="list-style-type: none"> <li>Develop explicit indicators and McKinnon guidelines for the assessment and reporting of EAL students.</li> <li>Develop EAL Exemplar Booklet for Writing.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of assessment against the EAL Continuum.</li> <li>Review the growth in data over this review cycle.</li> <li>Prepare for the next review cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Compare cohort data to analyse and identify shifts in trends.</li> </ul>

Key Improvement Strategy		Actions	Success criteria
3. Develop the capacity of staff to teach Chinese Mandarin.	Year 1	<ul style="list-style-type: none"> <li>• Trial Mandarin Scope and Sequence and roll out to all Mandarin classes.</li> <li>• Review the current assessment processes in Mandarin.</li> <li>• Develop consistent assessment tools for use by all Mandarin teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Trial participation of students in differentiated Mandarin practice.</li> <li>• All Mandarin teachers to be involved in the review process.</li> <li>• Development of consistent assessment tools and processes.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Review effectiveness of the trial scope and sequence.</li> <li>• Embed consistent assessment practices.</li> <li>• All Mandarin teachers utilise assessment data to inform differentiation of teaching and learning.</li> <li>• Mandarin teachers complete targeted professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandarin teachers participate in review of effectiveness of trial and present findings to Leadership.</li> <li>• All Mandarin teachers to provide differentiated learning underpinned by assessment data.</li> <li>• Mandarin teachers to identify a learning goal with a focus of assessment for their performance and development mid and end cycle process.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Modify scope and sequence F-6.</li> <li>• Create an assessment schedule to align with Mandarin Scope and Sequence.</li> <li>• Mandarin teachers complete targeted professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandarin teachers use feedback of review to modify scope and sequence</li> <li>• Mandarin teacher to be involved in the development of an assessment schedule for Mandarin.</li> <li>• Mandarin teachers to track student progress and demonstrate monitoring of student achievement.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of Mandarin Scope and Sequence.</li> <li>• Evaluate the effectiveness of the assessment practices in Mandarin.</li> <li>• All Mandarin teachers implement assessment schedule.</li> <li>• Mandarin teachers complete targeted professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Mandarin teachers participate in an evaluation of the Mandarin Scope and Sequence.</li> <li>• Mandarin teachers to be involved in the review of effectiveness of assessment practices.</li> <li>• Review AusVELS Mandarin (Language) (Year 5-6) scores from 2015-2018 to evaluate effectiveness of assessment practices.</li> </ul>

Engagement		Key improvement strategies
<b>Goals</b>	<p>To improve student engagement levels in all areas of the curriculum.</p> <p>Engage students through the transdisciplinary approach of the PYP framework and Cross Curriculum Priorities (Aboriginal and Torres Strait Islander History and Cultures, Asia and Australia's Engagement with Asia and Sustainability) of the National Curriculum with particular emphasis on Science.</p>	<p>To increase student connectedness to all aspects of school life: curriculum, social and community.</p> <p>Improve student engagement through the increased focus of Science and Cross-Curricular Priorities to foster their connectedness to the local, national and global community.</p>
<b>Targets</b>	<p>100% of students participate in surveys about their attitude towards the Units of Inquiry as part of the IB Curriculum.</p> <p>Cohort Comparison: To improve the student satisfaction level to Stimulating Learning of the Attitudes to School Survey to be at 4 or above compared to 2014 at 3.85 in Year 6.</p> <p>To improve the results of the variable; 'School Connectedness' of the Students Attitudes to School Survey, to be at or above state mean.</p> <p>Based on the McKinnon Primary School Leadership Program feedback the majority of students will indicate satisfaction with the Student Leadership Program.</p> <p>Improve the use and frequency of digital technologies with the classroom as reflected in data from the ePotential Survey (DET) McKinnon Primary School teacher survey.</p> <p>To increase the presence and focus of Science in the Units of Inquiry F-6.</p> <p>Continue to embed the Cross Curriculum Priorities of the National Curriculum across the Curriculum F-6.</p>	

Key Improvement Strategy		Actions	Success criteria
<p>1. To increase student connectedness to all aspects of school life: curriculum, social and community.</p>	Year 1	<ul style="list-style-type: none"> <li>Develop and implement surveys, Foundation to Year 6, to gain student feedback about the Units of Inquiry to increase student voice.</li> <li>Staff agreement and development of list of general questions to be part of initial survey.</li> <li>Trial a sample questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the list compiled of highly relevant survey questions and used to develop the design of the survey.</li> <li>In each year level students complete trial survey for one Unit of Inquiry, with results evaluated and survey reviewed.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Implement the completion of student survey of for a unit of inquiry in all year levels of the school.</li> <li>Review and modify the student leaders program to empower our students.</li> <li>Develop a term calendar of student leadership actions.</li> <li>Teachers complete ePotential survey to assess their current skills.</li> <li>Year 6 students implement the use of online digital collaborative spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers implement the student feedback survey for three units of inquiry.</li> <li>Teams review the results of student surveys in planning meetings and feedback to leadership and students.</li> <li>Create Student Leader Mentor Team.</li> <li>Develop a document to outline the roles and responsibilities for student leaders.</li> <li>Student Leaders are regularly leading school initiatives.</li> <li>All staff to review their current use of technology in teaching and learning across the school.</li> <li>Students in Year 6 engaged in using online digital collaborative spaces as a class curriculum resource.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Implement the completion of student survey of for two Units of Inquiry in all areas of the school.</li> <li>Gather student feedback regarding leadership program.</li> <li>Teachers to prepare Year 5 students for leadership throughout the year.</li> <li>To improve student engagement though the use of collaborative learning spaces and inquiry based investigations.</li> <li>Implement online digital collaborative spaces in Year 3 to Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers implement the student feedback survey for all Units of Inquiry.</li> <li>Teams review the results of student surveys in planning meetings and feedback to leadership and students.</li> <li>Year 6 students share their experiences about their leadership through collection of data</li> <li>Year 5 teachers and students involved in student led school activities</li> <li>Continue Student Leaders regularly leading school initiatives and mentoring Year 5 students</li> <li>Students in Year 3-6 engaged in using online digital collaborative spaces as a class curriculum resource.</li> <li>Year 6 students creating their own collaborative learning spaces.</li> <li>Students access individual portals on Compass.</li> <li>Evidence in collaborative learning space of positive student feedback.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>All students participating in surveys reflecting on units of inquiry.</li> <li>Evaluate the student survey process.</li> <li>Introduce online curriculum resources to Foundation to Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>Survey results achieved for whole school data collection.</li> <li>Major review of Programme of Inquiry to ensure maximum student engagement.</li> <li>Staff review the survey process in preparation for next review cycle.</li> </ul>

		<ul style="list-style-type: none"> <li>• Continue to implement online digital collaborative spaces in Year 3-6 with a focus on creating personalised learning spaces.</li> <li>• Involvement of school leadership with student leaders to encourage and promote active citizenship in the school community.</li> <li>• Teachers to continue to prepare Year 5 students for leadership throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School leadership meets with student leadership regularly.</li> <li>• Continue Student Leaders regularly leading school initiatives and mentoring Year 5 students.</li> <li>• Students actively involved in the school community and local community</li> <li>• Student leadership make links with the local community.</li> <li>• Continue Student Leaders regularly leading school initiatives and mentoring Year 5 students.</li> <li>• Teachers in Foundation to Year 2 using online curriculum resources and collaborative learning space with their colleagues.</li> <li>• Online collaborative spaces being used in Year 3-6 to promote student to student interaction online.</li> <li>• Students access individual portals on Compass and access learning tasks.</li> <li>• ICT is used to enhance effective teacher practice, to engage learners and continue to implement relevant ICT initiatives.</li> </ul>
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Key Improvement Strategy		Actions	Success criteria
2. Improve student engagement through the increased focus on Science and cross-curricular priorities to foster their connectedness to the local, national and global community.	Year 1	<ul style="list-style-type: none"> <li>Research the best practice of teaching and learning of Science through the PYP.</li> <li>Continue to implement the cross-curricular Priorities F-6.</li> </ul>	<ul style="list-style-type: none"> <li>PYP Coordinator to attend professional learning to inform the development of science teaching and learning.</li> <li>Consultation with McKinnon Secondary to inform the needs of students in science as they transition to secondary school.</li> <li>All staff to complete professional learning outlining the schedule for Science.</li> <li>Staff to continue to implement the cross-curricular priorities through the teaching and learning across the curriculum.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop a McKinnon Science scope and sequence which aligns with Australian Curriculum and PYP scope and sequence with attention to the 'scientific method'.</li> <li>Review to implement the Cross-Curriculum Priorities F-6.</li> </ul>	<ul style="list-style-type: none"> <li>Continued consultation with McKinnon Secondary to inform the needs of students in science as they transition to secondary school.</li> <li>Year level teams to review the current 'related concepts' included within Units of Inquiry planning.</li> <li>Review the current relevance of the Cross-Curriculum Priority links document F-6.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Trial the implementation of the Science scope and sequence with attention to the 'scientific method'.</li> <li>Continue to implement the Cross- Curriculum Priorities F-6.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the use of 'related concepts' by all staff across all Units of Inquiry to ensure they include 'science related concepts'.</li> <li>At least three Units of Inquiry at each year level contain strong science links through related concepts.</li> <li>Students demonstrate an increased engagement to their learning through the implementation of the Cross-Curriculum Priorities.</li> <li></li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review the implementation of the Science scope and sequence with attention to the 'scientific method'.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to review the success/effectiveness of the Science scope and sequence.</li> <li>Review the improvement of student engagement through the results of student surveys to reflect the effectiveness of the Science Scope and Sequence and the Cross-Curriculum Priorities.</li> </ul>

Wellbeing		Key improvement strategies
<b>Goals</b>	To provide a supportive, safe and stimulating environment for all students.	Improve student resilience areas by implementing the DET Building Resilience Program.
<b>Targets</b>	<p>By 2018</p> <ul style="list-style-type: none"> <li>• Ensure that Student Wellbeing question areas (particularly Student Morale) in the Students Attitudes to School Survey are above State means and improve annually.</li> <li>• Parent Opinion Survey means in the overall school General Satisfaction are at or above State mean and improve annually.</li> <li>• Student attendance levels for Foundation to Year 6 are above State wide levels.</li> <li>• Staff satisfaction levels are at or above State mean and school results improve annually.</li> </ul>	

Key Improvement Strategy		Actions	Success criteria
1. Improve student resilience areas by implementing the DET Building Resilience Program.	Year 1	<ul style="list-style-type: none"> <li>• Leadership Team reviews current policies, programs and practices.</li> <li>• Research Building Resilience Program.</li> <li>• Continue to embed the Learner Profile and the PYP Attitudes in students' personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Review is completed and recommendations for improvement presented.</li> <li>• Research is completed with recommendations for a whole school program.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Initiate improvement strategies.</li> <li>• Implementation of whole school Building Resilience Program in accordance with the action plan.</li> <li>• Continue to embed the Learner Profile and the PYP Attitudes in students' personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• The school community has a common understanding of key improvement strategies.</li> <li>• Teachers demonstrate a growing understanding of the whole school Building Resilience Program.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Monitor improvement strategies.</li> <li>• Continue the implementation of whole school Building Resilience program in accordance with the action plan.</li> <li>• Continue to embed the Learner Profile and the PYP Attitudes in students' personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop resilience as demonstrated through Personal and Interpersonal skills and survey results.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Review improvement strategies.</li> <li>• Continue and review the implementation of whole school Building Resilience program in accordance with the action plan.</li> <li>• Continue to embed the Learner Profile and the PYP Attitudes in students' personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Review improvement of student resilience and Personal and Interpersonal skills to evaluate the DET Building Resilience Program with strong links to the Learner Profile and the PYP Attitudes.</li> </ul>

Productivity		Key improvement strategies
<b>Goals</b>	To ensure that all school resources (physical, financial and human) are directed to maximising students' performance levels.	To ensure staff professional development is targeted at the identified needs of teachers and in line with the strategic intent.
<b>Targets</b>	<p>By 2018</p> <ul style="list-style-type: none"> <li>• Parent Opinion survey response rates improve annually.</li> <li>• Parent Opinion survey in all domains are above state wide mean and improve annually.</li> <li>• Staff satisfaction levels based on general satisfaction are above the state wide mean annually.</li> <li>• School audit reports from 2016 are all satisfactory and approved by school council.</li> <li>• Financial reporting will meet departmental guidelines on an annual basis.</li> </ul>	<p>To explore and establish strategic partnership to enhance student outcomes.</p> <p>To build the leadership capacity to drive the school improvement agenda.</p>

Key Improvement Strategy		Actions	Success criteria
1. To ensure staff professional development is targeted at the identified needs of teachers and in line with the strategic intent	Year 1	<ul style="list-style-type: none"> <li>Survey Staff about their own professional development needs.</li> <li>Provision of necessary Professional Development identified in line with the Strategic Plan.</li> <li>Develop a strategic staff Professional Development schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Staff surveys analysed.</li> <li>Professional development delivered to targeted needs of staff.</li> <li>Schedule completed and distributed to all staff.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Employ a critical friend to work with all staff to provide professional development in the area of student welfare.</li> <li>Timetable to ensure 'Circle Time' is embedded in all classroom practice.</li> <li>Implementation of planning days for all staff with the school's curriculum leaders.</li> <li>Ensure all experienced staff have school wide responsibility in their PDP.</li> <li>Targeted staff professional development in: English, Maths, EAL, Science, Welfare and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Heightened understanding of staff in the area of student welfare as demonstrated in the consistency of approach across the school e.g. yard duty, specialists etc.</li> <li>'Circle Time' is embedded in all classroom practice across the school.</li> <li>Staff rank the effectiveness of planning days in terms of effecting curriculum delivery.</li> <li>PDP documents reflect appropriate staff contributions.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Staff observe experienced teachers in targeted areas.</li> <li>Continue planning days for all staff with the school's curriculum leaders.</li> <li>Ensure all experienced staff have school wide responsibility in their PDP.</li> <li>Programme of inquiry to reflect increased evidence of Science concepts.</li> <li>Targeted staff professional development in: English, Maths, EAL, Science, Welfare and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Staff implementing strategies observed.</li> <li>Staff rate the effectiveness of planning days in terms of effecting curriculum delivery.</li> <li>PDP documents reflect appropriate staff contributions.</li> <li>At least 2 units of inquiry include a related science concept.</li> <li>PDP document reflect current professional development undertaken.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Staff observe experienced teachers in targeted areas.</li> <li>Continue planning days for all staff with the school's curriculum leaders.</li> <li>Ensure all experienced staff have school wide responsibility in their PDP.</li> <li>Programme of inquiry to reflect increased evidence of Science concepts.</li> <li>Targeted staff professional development in: English, Maths, EAL, Science, Welfare and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Staff implementing strategies observed.</li> <li>Staff rank the effectiveness of planning days in terms of effecting curriculum delivery.</li> <li>PDP documents reflect appropriate staff contributions.</li> <li>At least 3 units of inquiry include a related science concept.</li> <li>PDP document reflect current professional development undertaken.</li> </ul>

Key Improvement Strategy		Actions	Success criteria
<p>2. To explore and establish strategic partnership to enhance student outcomes.</p>	Year 1	<ul style="list-style-type: none"> <li>Continue sister school relationship.</li> <li>Continue Year 3 Mandarin Engagement Program.</li> <li>Continue ongoing relationship with DET International Division.</li> <li>School Council to provide appropriate levels of budget funds to support a quality second language program.</li> <li>Develop partnerships to increase students' global competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationship with our sister school with communication and the sharing of activities between schools.</li> <li>Enhancement of the Year 3 students' oral language in Mandarin.</li> <li>Compliant with DET regulations for International Student Program.</li> <li>Second language program resourced with quality materials and resources.</li> <li>Attend information session on Internationalising Victorian Schooling Project.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue sister school relationship.</li> <li>Continue Year 3 Mandarin Engagement Program.</li> <li>Continue ongoing relationship with DET International Division.</li> <li>School Council to provide appropriate levels of budget funds to support a quality second language program.</li> <li>Explore and investigate the use of ICT tools such as Skype classrooms and E-pals.</li> <li>Take a leadership role in the pilot of Internationalising Victorian Schooling Project.</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationship with our sister school with communication and the sharing of activities between schools.</li> <li>Enhancement of the Year 3 students' oral language in Mandarin.</li> <li>Compliant with DET regulations for International Student Program.</li> <li>Second language program resourced with quality materials and resources.</li> <li>Partnerships formed with school in different countries to build intercultural understanding.</li> <li>Active participation in forums and information session delivered by the Internationalising Victorian Schooling Project.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Continue sister school relationship.</li> <li>Continue Year 3 Mandarin Engagement Program.</li> <li>Continue ongoing relationship with DET International Division.</li> <li>School Council to provide appropriate levels of budget funds to support a quality second language program.</li> <li>Use digital technologies to connect with classrooms around the world and participate in join activities.</li> <li>Take a leadership role in the pilot of Internationalising Victorian Schooling Project.</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationship with our sister school with communication and the sharing of activities between schools.</li> <li>Enhancement of the Year 3 students' oral language in Mandarin.</li> <li>Compliant with DET regulations for International Student Program.</li> <li>Partnerships formed with school in different countries to build intercultural understanding.</li> <li>Second language program resourced with quality materials and resources.</li> <li>Active participation in forums and information session delivered by the Internationalising Victorian Schooling Project.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Continue sister school relationship.</li> <li>Continue Year 3 Mandarin Engagement Program.</li> <li>Continue ongoing relationship with DET International Division.</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationship with our sister school with communication and the sharing of activities between schools.</li> <li>Enhancement of the Year 3 students' oral language in Mandarin.</li> </ul>

		<ul style="list-style-type: none"> <li>• School Council to provide appropriate levels of budget funds to support a quality second language program.</li> <li>• Use digital technologies to connect with classrooms around the world and participate in join activities.</li> <li>• Use strategies and resources to increase students' global competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant with DET regulations for International Student Program.</li> <li>• Second language program resourced with quality materials and resources.</li> <li>• Partnerships formed with school in different countries to build intercultural understanding.</li> <li>• Action team of teachers who lead and promote to use of the Internationalising Victorian Schooling Project findings.</li> </ul>
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Key Improvement Strategy		Actions	Success criteria
<p>3. To build the leadership capacity to drive the school improvement agenda.</p>	Year 1	<ul style="list-style-type: none"> <li>Establish financial operations group to oversee the finance risk management and reporting process.</li> <li>Leadership Team to attend all “Talking Finances” and “Dollars and Sense” modules.</li> <li>Establish a Finance Leadership Team.</li> <li>Monthly Finance Sub-Committee meetings of School Council.</li> <li>Explore option to develop a Leadership Coaching strategy.</li> </ul>	<ul style="list-style-type: none"> <li>All financial committees established.</li> <li>Internal control procedures documented and followed, meeting all DET guidelines.</li> <li>School Council monitors monthly reports.</li> <li>School Council has a clear understanding of the schools financial position.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue monthly Finance Sub-Committee meetings of School Council.</li> <li>Leadership to begin coaching Professional Development.</li> <li>Organisation of parent information session at each year level lead by classroom teachers.</li> <li>Attend Principals network meeting.</li> <li>Professional development for coordinator and other leaders in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue internal control procedures documented and followed, meeting all DET guidelines.</li> <li>School Council monitors monthly reports.</li> <li>School Council has a clear understanding of the schools financial position.</li> <li>Leadership team to attend coaching program. E.g. Bastow.</li> <li>Monitor attendance of parent information sessions.</li> <li>Seek feedback from parents about information sessions via surveys.</li> <li>Leaders and coordinators participate in professional development around leading teams effectively.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Continue monthly Finance Sub-Committee meetings of School Council.</li> <li>Leadership Team to strategically begin coaching program.</li> <li>Parent information session at each year level lead by classroom teachers.</li> <li>Attend Principals network meeting.</li> <li>Professional development for coordinator and other leaders in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue internal control procedures documented and followed, meeting all DET guidelines.</li> <li>School Council monitors monthly reports.</li> <li>School Council has a clear understanding of the schools financial position.</li> <li>Teacher feedback about coaching program.</li> <li>Monitor attendance of parent information sessions.</li> <li>Seek feedback from parents about information sessions via surveys.</li> <li>Leaders and coordinators participate in professional development around leading teams effectively.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Continue monthly Finance Sub-Committee meetings of School Council.</li> <li>Continue and further develop coaching program.</li> <li>Parent information session at each year level lead by classroom teachers.</li> <li>Attend Principals network meeting.</li> <li>Guidelines for an effective leader are generated by coordinator and school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Continue internal control procedures documented and followed, meeting all DET guidelines.</li> <li>School Council monitors monthly reports.</li> <li>School Council has a clear understanding of the schools financial position.</li> <li>Teacher feedback about coaching program.</li> <li>Monitor attendance of parent information sessions.</li> <li>Seek feedback from parents about information sessions via surveys.</li> </ul>

			<ul style="list-style-type: none"><li>• Effective leader guidelines are developed.</li></ul>
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