

School Strategic Plan for
Winters Flat Primary
652
2016-2018



**WINTERS FLAT
PRIMARY SCHOOL
CASTLEMAINE**

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed... <i>M. Rooney</i> Name... <i>Mary-ann Rooney</i> Date... <i>9.11.2015</i></p>
<p>Endorsement by School Council</p>	<p>Signed... <i>C. Wilson</i> Name... <i>CATHERINE E WILSON</i> Date... <i>9.11.2015</i></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... <i>M. Bainbridge</i> Name... <i>Margaret Bainbridge</i> Date... <i>09.11.2015</i></p>

School Profile

<p>Purpose</p>	<p>To provide every student in our care with access to exemplary educational instruction and the skills to be active and engaged members of our community.</p>
<p>Values</p>	<p>It is our school's belief that each child must be treated as an individual and encouraged to develop a high level of achievement in all curriculum areas.</p> <p>Our school is a "SPACE" school, meaning that we cater for each child's Social, Physical, Academic, Creative and Emotional wellbeing. Our purpose is to develop our students socially, physically, academically, creatively and emotionally.</p> <p>We believe that it is the responsibility of all involved with the child to help each child develop their full potential as a thinking, responsible, caring individual. Children will develop the knowledge, skills and attitudes necessary to understand and contribute to society.</p> <p>We believe that children should be encouraged to respond to high expectations and develop high expectations of themselves.</p> <p>We further believe they should be able to work effectively with others. To this end each child is seen as an individual and is encouraged to grow in confidence and self-worth, taking more responsibility for their own learning.</p> <p>A genuine partnership between teachers, pupils and parents is seen as an integral aspect of effective education. The engagement of parents in policy development, classroom programs and open communication is to be pursued by all those involved with the school. Pupils are encouraged to have input into decision-making concerning programs and school development.</p> <p>Our values: Care for Self Care for Others and Care for the Environment</p> <p>are embedded into all of our school practices.</p>
<p>Environmental Context</p>	<p>Winters Flat Primary School, Castlemaine, opened on its present site in 1964. The school is located on the western side of Castlemaine on an attractively landscaped site. The spacious grounds are within sight of the natural features surrounding Forest Creek. The school provides a natural, traffic free environment in what remains an urban area. As well as classrooms, our school has a purpose built library, Art/Craft room, a converted multi-purpose gym, performing arts area, commercial kitchen (Oak View) and a Parents Room.</p>

	<p>"Creekview" school building was opened in 2010 and provides six classrooms with open areas, staff offices, two kitchens, indoor toilets and withdrawal spaces. It is complemented by a huge timber deck for outdoor activities.</p> <p>Winters Flat Primary School offers a Prep to Grade 6 program in all aspects of AUSVELS.</p> <p>The emphasis of our program is in providing experiences for the children based on their stage of development and previous learning. To support this approach, the class groups are structured to cater for a range of ages and abilities while the learning experiences integrate the subject areas with an emphasis on involving children in practical activities.</p> <p>Programs are co-ordinated on a department and whole school basis, in order to ensure continuity of experiences for children throughout their seven years of primary schooling at Winters Flat.</p> <p>The teaching staff is mostly organised in teams – Junior, Middle, Senior and Specialists. The grouping of teachers facilitates the implementation of a well planned and consistent education program. The home group programs are supported by Visual Arts, Performing Arts, Library, Indonesian, Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and cultures, Asia and its Engagement to Australia and Sustainability) and Chess.</p> <p>To support these programs Winters Flat has developed a comprehensive pupil welfare/behaviour management plan underpinned by the philosophies of the Positive Behavior Support Program. Student Leadership is a feature of our school; we encourage and support our student voice to be heard through an extensive program involving Community Leaders, Health Leaders and Koorie Leaders. This is emphasised through the school's commitment to "Achieving Success Together".</p>
<p>Service Standards (optional)</p>	<ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full

	<p>potential.</p> <ul style="list-style-type: none">• All students will receive instruction that is adapted to their individual needs.• The school will respond to all communication by parents and caregivers within a timely manner.• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.• All teachers will provide timely and targeted feedback to students on their work.
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Strategic Direction

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To improve the teaching and learning of literacy and numeracy across the whole school.

To develop a culture of high expectations of teaching and learning through the implementation of a consistent teaching approach and reflective practices.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Develop a contemporary pedagogical approach to teaching and learning through the implementation of whole-school instructional strategies.

Build whole-school documentation and curriculum maps informed by AUSVELS.

Create a whole-school approach to building assessment tasks, planning and data collection/analysis.

Establish modes of feedback and reflection to improve the capacity of all staff, and to increase accountability across the school.

<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>To increase the percentage of students achieving at or above expected growth (measured by NAPLAN) in literacy and numeracy.</p> <table border="1" data-bbox="437 969 660 1603"> <thead> <tr> <th>NAPLAN (low category)</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21.7%</td> <td><10%</td> </tr> <tr> <td>Writing</td> <td>31.8%</td> <td><15%</td> </tr> <tr> <td>Spelling</td> <td>8.7%</td> <td><5%</td> </tr> <tr> <td>Grammar/Punctuation</td> <td>26.1%</td> <td><15%</td> </tr> <tr> <td>Numeracy</td> <td>17.4%</td> <td><10%</td> </tr> </tbody> </table> <p>To increase the percentage of students achieving above the expected levels in AUSVELS.</p> <table border="1" data-bbox="839 969 1058 1603"> <thead> <tr> <th>AUSVELS</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading and viewing</td> <td>88.9%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>88.1%</td> <td>95%</td> </tr> <tr> <td>Number and Algebra</td> <td>90.3%</td> <td>95%</td> </tr> </tbody> </table>	NAPLAN (low category)	2015	2018	Reading	21.7%	<10%	Writing	31.8%	<15%	Spelling	8.7%	<5%	Grammar/Punctuation	26.1%	<15%	Numeracy	17.4%	<10%	AUSVELS	2014	2018	Reading and viewing	88.9%	95%	Writing	88.1%	95%	Number and Algebra	90.3%	95%	
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<p>Year 1 2016</p>	<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> <ul style="list-style-type: none"> • Provide professional learning for staff in the implementation of the NZ Maths framework 	<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>Whole school adoption of NZ Maths Framework F-6 Including a documented approach to maths delivery with non-negotiables evident in classrooms</p>																														

	<ul style="list-style-type: none"> • Provide professional learning in spelling to implement a whole school spelling approach • Create whole-school planning documents and common assessment tasks • Explore ways to provide support, feedback and observations to ensure a consistent approach to teaching and learning 	<p>Implementation of a whole school model of spelling instruction and planning</p> <p>Staff planning days used to collaboratively create term planners and common assessment tasks for literacy and numeracy</p> <p>Establishment of professional learning teams (PLTs) assessment moderation and modes of peer to peer classroom observation in light of new learning spaces</p> <p>Exploration of observation and feedback, and coaching of staff</p>
<p>Year 2 2017</p>	<ul style="list-style-type: none"> • Continue to provide Professional Learning for staff in the implementation of the NZ Maths framework • Provide Professional learning to spelling to implement a whole school spelling approach • Explore ways to provide support to teachers to ensure a consistent approach to teaching and learning • Explore ways to provide support, feedback and observations including 	<p>PD in feedback teacher-student, student-teacher</p> <p>Staff provided with relevant PD for both maths and spelling</p> <p>Implementation of a whole school model of spelling instruction and planning</p> <p>Staff planning days used to collaboratively create term planners and common assessment tasks for literacy and numeracy</p> <p>Exploration of observation and feedback, and coaching of staff</p>

	<p>teacher to teacher, student to teacher to ensure a consistent approach to teaching and learning</p> <ul style="list-style-type: none"> • Explore options for data collection • Develop a culture of feedback to, and from students 	<p>Leadership team to explore options for digital storage of student data</p> <p>Leadership to provide feedback to staff on teaching and learning through termly programming meetings</p> <p>Establishment of Professional Learning Teams (PLTs), assessment moderation and modes of peer to peer classroom observation in light of new learning spaces.</p> <p>Provide Professional Learning in the use of student to teacher and teacher to student feedback</p>
<p>Year 3 2018</p>	<ul style="list-style-type: none"> • Continue to monitor and provide PD for spelling and maths • Provide professional learning in reading to implement a whole school writing approach • Continue to refine a consistent approach to Teaching and Learning throughout the school • Continue to implement PLT's and use of data to inform teaching and learning 	<p>Staff provided with relevant PD for both spelling and reading</p> <p>The spelling program is refined and evaluated by staff</p> <p>A whole school model of the reading instruction is implemented.</p> <p>Staff to work on documenting and refining Our whole school pedagogical approach is refined and documented</p> <p>Staff to work on professional learning teams (PLTs), assessment moderation and modes of peer to peer</p>

<p>Year 4</p>	<ul style="list-style-type: none"> • Continue PD in reading • Review whole school instructional models for maths, spelling and reading • Review whole school processes around planning, assessment, data collection 	<p>classroom observation</p> <p>Staff provided with relevant PD for teaching and learning</p> <p>Staff continue work on observations and PLTs</p> <p>Staff use data to inform their planning and goal setting for students</p> <p>All students articulate their learning progress and set learning goals</p>
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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.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

"Student attitudes to school" survey results

	2015	2018
Student motivation	4.48	4.56
School connectedness	4.20	4.40
Classroom behaviour	2.78	3.50

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

Key improvement strategies

To embed the use of ICT across and between all levels using existing and new technologies to enhance and stimulate learning.

To further embed the student Leadership program across the school so that student voice is heard.

To increase teacher understanding and use of the School-Wide Positive Behaviour Support Framework

To further embed the role of sustainability supported by the ResourceSmart program.

To develop community relationships, including with the Koorie community

Relevant professional development provided to staff and staff report back to other staff on their PD.

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

<p>Year 1 2016</p>	<p>will choose to describe actions with different levels of detail.</p> <ul style="list-style-type: none"> • School vision redeveloped • Student leadership program continued and implemented across the school • Stephanie Alexander Kitchen Garden expanded across grades and program linked to curriculum • SEMP (School Environmental Management Plan) updated and reviewed • 5 Star Certification obtained through ResourceSmart program • Investigate an effective and informative method of reporting to parents • Transition program across all areas of the school reviewed 	<p>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>School community involved in vision redevelopment School vision communicated through the school and wider community through various forms</p> <p>Student leadership program visible throughout the school and embedded into school culture. Further PD in this area sought</p> <p>SAKG to include all Grade 2-6 students</p> <p>SAKGP curriculum document explored and documented</p> <p>School Council, Community Leaders and ResourceSmart team update SEMP looking at Sustainability policies etc</p> <p>School community acknowledges and celebrates 5 stars</p> <p>Reporting program to parents implemented and documented</p> <p>Transition program documented and available for access by school community</p>
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	<ul style="list-style-type: none"> • Links with Koorie community further developed • Chess program reviewed • Investigation of contemporary teaching and learning spaces • Staff present after attending PD's • School-Wide Positive Behaviour Support Program (SWPBIS) matrixes to be evident in all areas of the school • School vision refined 	<p>Welcome to Country held each year, Meeting Place regularly attended by Koorie students, links with Koorie Engagement Support embedded, Cultural awareness PD attended by staff</p> <p>Involvement with chess programs and competitions</p> <p>School environment decluttered and library space reconfigured. Building program on track</p> <p>Staff present training in Polycom use including links with other schools</p> <p>SWPBIS matrixes developed for staff and parents</p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Student Leadership program continued and implemented across the school • Stephanie Alexander Kitchen Garden Program reviewed and documents reviewed. • SEMP (School Environmental Management 	<p>School vision communicated to community in various forms</p> <p>Student Leadership program visible throughout the school and embedded in school culture. Strong links/connections are made with local community/schools. Invite past students and parent to present success stories, career options</p> <p>SAKGP curriculum document reviewed and updated. Made available to school community through school web site.</p> <p>School Community, community Leaders and</p>

	<p>Plan) updated and reviewed</p> <ul style="list-style-type: none"> • 5 stars maintained through ResourceSmart program • Review method of reporting to parents • Transition program reviewed and documented 	<p>ResourceSmart team involved in update and review of SEMP/Sustainability policies/ web page etc. Documents made available to school community</p> <p>5 stars are maintained at WFPS through involvement of community leaders, Sustainability Curriculum, Scope and Sequence, SEMP, SAKGP, Links with local community/schools strengthened.</p> <p>Survey conducted to gain parents feedback on our reporting process</p> <p>Survey conducted with students, teachers and parents to gain feedback on our transition program</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • Develop and extend ways of communicating to the school community • Review school feedback data on engagement connections • Review reporting to parents • Student Leadership program continued and implemented across school • SAKGP reviewed and curriculum documents reviewed 	<p>Investigate ways to involve parents who are not visibly involved in their child's learning</p> <p>Surveys implemented and acted upon</p> <p>Provide two curriculum-based information sessions per year. Investigate digital reporting</p> <p>Program reviewed, maintained and continued. Gain feedback from students, parents and teachers. Keep forming strong links with the local community</p> <p>Review curriculum document. SAKGP maintained</p>

	<ul style="list-style-type: none"> • SEMP updated and reviewed • 5 stars maintained through ResourceSmart program • Links with Koorie community further developed and embedded into ours school's culture. • Gain feedback on ILP's from staff and parents • Chess program reviewed and curriculum document developed • Staff teams leading PD • ICT used in curriculum delivery across the school • Links with Asia reviewed by Cross Curriculum team • Investigate stronger links with 0-5 age group in the community 	<p>Reviewed and updated through School council, Community Leaders and ResourceSmart team</p> <p>5 stars maintained and local schools supported by WFPS on their sustainability journeys</p> <p>Invite guest speakers, artists, athletes to visit school and talk to students</p> <p>Act on feedback</p> <p>Investigate chess competitions with parents, secondary college, local schools and parents</p> <p>All staff members to lead at least one PD during the year, either as part of a team or individually</p> <p>Work with local schools. Digital connections formed with other schools from around the world</p> <p>Strong Asian links visible within the school</p> <p>Investigation led by school transition coordinators.</p>
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Year 4

- Review school feedback data

Surveys implemented and acted upon

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.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

To create an environment where all members of the school community feel safe and empowered to learn.

Student Attendance	2014	2018
P-6 unapproved absence	1.1%	0%
Student attitudes to school	2015	2018
Student safety	4.30	5.50
Student morale	5.68	6.20
Parent survey	2015	2018
Behaviour management	5.52	5.80
Student safety	5.18	5.50
Classroom behaviour	3.81	4.50
Staff survey	2015	2018
School staff and wellbeing	67.49	85.00

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

Ensure behaviour management processes are consistent across the school and everyone feels safe and empowered to learn through the full implementation of SWPBS.

Student, parent and staff code of conduct developed and published in Student Engagement and Behaviour Management booklet.

Employment of School Chaplain to support students and staff.

Working with Mt Alexander network of schools to implement whole of community strategies to reduce student absence.

To develop processes and programs that support the mental health of our students.

<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>		
	<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> <ul style="list-style-type: none"> • Regular monitoring of attendance data • Reinforcement of "Cumalong Cup" • Attendance data published in school newsletter • Review Student Engagement handbook to more rigorously include SWPBS strategies • Employment of school chaplain. Application for extension of School Chaplain position completed • Continue to act upon the school "Student safety" survey • Tier 2 strategies of PBS implemented and visible across the school 	<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>Unapproved student absences reduced Analysis of attendance data refined ie are there any days which have higher absences than others? Why?</p> <p>Professional development in SWPBS for staff team</p> <p>Feedback sought re impact of Chaplain within the school Chaplain to provide small group support for students</p> <p>Issues as identified in school safety survey acted upon</p> <p>Documentation of Tier 2 strategies used. Tier 2 strategies to be evident to school community. Analysis of effectiveness of Tier 2 strategies sought and acted upon</p>
<p>Year 1 2016</p>		

	<ul style="list-style-type: none"> • Review of student behaviour matrix. Behaviour matrix for staff and parents developed • Program Achieve accreditation gained • Revisit "Circle Time" through professional development • Investigation of social opportunities for school families 	<p>Feedback sought from students, teachers and parent in the development and review of matrixes.</p> <p>All modules achieved</p> <p>"Circle Time" observed in all classrooms by peers</p> <p>At least one social activity for families held eg school community dinner/picnic.</p>
<p>Year 2 2017</p>	<ul style="list-style-type: none"> • Review of student, staff and parents code of conduct • Implementation and use of Behaviour tracking tool • Programs to support mental health investigated and relevant PD sought <ul style="list-style-type: none"> • Continue to monitor and act on attendance data • Continue to support network strategies to improve attendance 	<p>Codes of conduct and behaviour matrixes visible to school community</p> <p>Data re behaviours monitored and incidences reduced</p> <p>School SWPBS team to lead implementation</p> <p>Evidence of programs implemented to support mental health eg Rock and water, Restorative Practices</p> <p>Act on data as required</p> <p>Continue to publicise attendance data and achievements</p>

	<ul style="list-style-type: none"> School Chaplain re-employed Achievement Program continued Further refinement of social activities for families 	<p>Network strategies embedded to improve attendance as developed</p> <p>All modules accredited</p> <p>Two social activities for families held</p>
Year 3 2018	<ul style="list-style-type: none"> Develop community partnerships to promote the school and its programs Continue to embed PBS Documentation of Tier 3 supports Continue to monitor and act on attendance data and support network initiatives Review social activities for families 	<p>Community partnerships documented</p> <p>School PBS team to lead implementation</p> <p>Data acted on as required</p> <p>Data and achievements publicised.</p> <p>Findings acted upon</p>
Year 4	<ul style="list-style-type: none"> Review and evaluate behaviour management processes Continue to monitor and act on attendance data and support network initiatives 	<p>School PBS team lead evaluation and review</p> <p>Act on data as required</p> <p>Publicise data and achievements</p>

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Key improvement strategies

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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.

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.

Goals
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To create opportunities for all members of the school community to increase their knowledge, improve their practice and engage with their colleagues.

To implement sound resourcing strategies which will ensure improved outcomes for students.

To strategically allocate financial and human resources to best support the strategic plan.

Targets
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

To refine processes and structures to ensure the strategic placement of staff into key roles and teams to support the school's directions.

Improvement in the results of staff survey in:

	2015	2018
Teacher collaboration	72.00	90.00
Collective focus on student learning	81.67	95.00
Guaranteed and viable curriculum	75.00	95.00

To further develop moderation processes across the school.

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.

To complete the building program and ensure the best use of all learning spaces.

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.

To increase curriculum options for all students.

Actions
Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.

Success criteria
Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.

<p>Year 1 2016</p>	<ul style="list-style-type: none"> • In school coaching provided to all staff • P and D process to be refined with SMART goals cascading from principal's P and D plan • Reading intervention program provided for P-2 students based on data ie. highest need students are supported. • Increase programs offered to students 	<p>Evidence of professional learning Improvement agenda evident through communications with school community Methods of outsourcing expertise and curriculum programs investigated</p> <p>Plans developed and P and D process completed</p> <p>Evaluation of student growth as a result of intervention program</p> <p>"Sporting Schools" application successful and conducted throughout the year</p>
<p>Year 2 2017</p>	<ul style="list-style-type: none"> • Reading intervention program provided for P-2 students • All learning spaces are utilised to full potential with differentiated curriculum and small, medium and large groupings evident throughout the school in literacy and numeracy program • Links between local school, pre-schools and secondary schools strengthened • P and D refined with SMART goals • Numeracy intervention for F-2 investigated 	<p>P-2 intervention embedded in school</p> <p>The school environment reflects best use of contemporary teaching spaces.</p> <p>Monitor networks between local schools and other educational providers</p> <p>P and D process completed with peer feedback included</p> <p>Numeracy team to lead investigation</p>
<p>Year 3</p>		

	<ul style="list-style-type: none"> • Music program available to all students • P and D further refined with SMART goals • Review school progress against actions and achievements 	Music program provided
Year 4		P and D process led by staff Review conducted and acted upon

Glossary

F-2

**Performance and Development
 Stephanie Alexander Kitchen Program
 School Environmental Management Plan
 Specific, Measurable, Achievable, Realistic, Timely**

Foundation (Prep) year –Grade 2

**P and D
 SAKP
 SEMP
 SMART**