

# School Strategic Plan

## WANDILIGONG PRIMARY SCHOOL



2016 - 2019

## Endorsements

Endorsement by School Principal	Signed..... Name..... <b>Sue Manning</b> Date..... December 2015
Endorsement by School Council	Signed..... Name..... <b>Cassie Deveraux</b> Date..... December 2015  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed Name Date:



<b>Service Standards</b>	<p>Wandiligong School is a community hub and serves students in the school community from Grade Prep to Grade 6. The school's aim is to empower children to value diversity and be accepting of individual differences.</p> <p>Each child is encouraged to evaluate and acknowledge their own strengths and weaknesses, enabling them to reach their full potential and take responsibility for their own learning.</p> <p>The school guarantees all students access to a broad, balanced and flexible curriculum providing a smorgasbord of experiences to develop the skills for learning and life. Literacy and Numeracy are our core learning areas and 2/3 learning time each day is allocated to these subjects. Specialist programs are provided in Performing Arts, Visual Arts, Science, Welfare and Physical Education. The language taught is Italian. A range of other programs are implemented across the school to enhance the curriculum.</p> <p>All students receive instruction that is appropriate to their individual needs and early intervention is standard to enhance each student's personal and academic success.</p> <p>All aspects of each student's development is considered a shared responsibility between home and school. Close links are fostered and encouraged between parents, the school and the broader community and open communication is encouraged at all times.</p> <p>Student wellbeing is recognised as vital for productive learning and a resilience program is timetabled weekly for all students. The school provides a safe and stimulating learning environment to maximise all student's potential to succeed.</p> <p>The school is making a committed effort to the actively share its vision and goals with the school community to enhance engagement with the school's strategic plan.</p>
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### Strategic Direction – Wandiligong PS – 2015-2019

	Goals	Targets	Key Improvement Strategies (KIS)
Achievement	<p>To continually improve outcomes in Literacy and Numeracy for all students with an emphasis on developing creative and curious learners.</p>	<p>School performance in NAPLAN to be at or above the state mean in at least 80% of students.</p> <p>All students ( with exception for special needs ) to meet or exceed a year's growth each year in Aus VELS in all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>* To optimise skills at Foundation entry for all students</li> <li>* To ensure that the school has agreed tools for assessment of assessment of Literacy and Numeracy.</li> <li>* To adopt an effective and user friendly assessment and monitoring package which monitors student growth.</li> <li>* Ensure a whole school approach to the collection and analysis of data to inform teaching and learning.</li> <li>* Build teaching capacity to use data to inform practice.</li> </ul>

<b>Engagement</b>	<p>To increase student and community connectedness to school.</p>	<p>To improve student attendance data. The attendance average to be 15 days or less.  Student engagement data to be at or above the state average.  The annual Parent and Student survey results for student motivation and stimulating learning to be in the 4<sup>th</sup> quartile.</p>	<ul style="list-style-type: none"> <li>*<i>To increase opportunities for students to set goals and targets for their learning.</i></li> <li>*<i>To increase parent participation in their child's learning</i></li> </ul>
<b>Wellbeing</b>	<p>To develop creative, self-motivated and resilient learners.</p>	<p>'School Connectedness', and 'Student Morale' to demonstrate annual improvement in the Student Attitudes to School survey (SATS)  'School Connectedness' to demonstrate annual improvement in Parent Opinion Survey.</p>	<ul style="list-style-type: none"> <li>*<i>To develop a curriculum plan which documents curriculum provision for the arts.</i></li> <li>*<i>To continue to embed school values and resilience programs into whole school curriculum.</i></li> <li>*<i>To implement a whole school ICT plan which will imbed creative and challenging uses of Information Communication Technologies into the curriculum</i></li> </ul>
<b>Productivity</b>	<p>To make maximize the use of existing resources and funding and to seek new opportunities to build a sustainable future.</p>	<p>Staff survey data reports fair workloads, PD opportunities and a supportive work environment.  The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan.  'General Satisfaction' results from parent survey to be in the 4<sup>th</sup> quartile    <i>The school meets all VRQA requirements</i></p>	<ul style="list-style-type: none"> <li>*<i>Explore staff induction processes and procedures</i></li> <li>*<i>Develop ICT capacity for all staff</i></li> <li>*<i>Develop ICT purchase plan</i></li> <li>*<i>Develop whole school grounds development plan</i></li> <li>*<i>Develop specific programs and experiences in collaboration with the community.</i></li> </ul>

## School Strategic Plan 2016- 2019: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone (what it looks like)
<p><b>ACHIEVEMENT - To continually improve outcomes in Literacy and Numeracy for all students with an emphasis on developing creative and curious learners.</b></p>		
<p><b>1.To build teacher capacity to set aspirational achievement goals and better understand and use assessment data to improve student outcomes utilizing the agreed assessment tools and chosen assessment and monitoring package</b></p>	<p>Yr 1</p> <ul style="list-style-type: none"> <li>▪ Develop a shared practice of how and when data is collected</li> <li>▪ Implement the chosen tracking and monitoring system for student achievement levels</li> <li>▪ Review and then improve on the current use of LIPs. Include students above expected levels by using a whole school approach to these Plans.</li> <li>▪ Implement a whole school data informed approach to planning and teaching in core areas using a scope and sequence documents.</li> <li>▪ Develop a shared understanding of what differentiation is and identify and establish appropriate teaching and learning strategies that foster differentiation.</li> <li>▪ Continue developing class teaching strategies focusing on class, small group and individual needs.</li> <li>▪ Develop a consistent understanding of AusVELS terminology in core learning areas</li> <li>▪ Implement peer observations with an identified focus each time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching staff's professional learning regularly focussed on goals based on the 2016 AIP.</li> <li>▪ Audit of current practice to review assessment tools currently used within the school completed.</li> <li>▪ Staff Professional learning has occurred and data collection and use is becoming apparent.</li> <li>▪ Staff performance plans demonstrate use of data for improved student learning.</li> <li>▪ Focussed learning tasks linked to learning goals</li> <li>▪ Student tracking systems are being used to monitor student progress, including an IT based system.</li> <li>▪ Individual and team planning demonstrate quality teaching and learning practices in line with Aus VELS and catering for differentiation based on recorded data.</li> <li>▪ Professional discussions in staff professional learning meetings are focused on student learning and effective assessment practises.</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>▪ Revisit teacher induction program to ensure that all new staff are provided appropriate training in the use of the assessment and monitoring package.</li> <li>▪ Peer observations now an integral part of a system to ensure data usage and assessment practises are aligned across the school</li> <li>▪ Delivering quality PD that builds teacher knowledge and skills to deliver quality programs that are informed by the collection of data</li> <li>▪ Implement a strategy to track the growth between cohorts, groups and individual students.</li> <li>▪ Broaden focus beyond special needs students to embrace <u>all</u> students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documentation is aligned and reflects differentiation.</li> <li>▪ Evidence that the assessment schedule is being used effectively and consistently throughout the year.</li> <li>▪ Teacher planning demonstrates differentiation in each session</li> <li>▪ A culture of sharing of best practise and mentoring of lesser experienced teachers is developing along with the understanding that students are a shared responsibility</li> <li>▪ Peer observations are taking place regularly</li> </ul>
	Yr 3	<p>Principal to upskill their knowledge in best classroom practise</p> <p>Continue to monitor student achievement in relation to targets and respond accordingly</p> <p>High quality teaching and assessment practises remain focal to PD within school and moderation sessions to be a regular agenda item</p> <p>Teacher PD plans need to reflect the whole school focus on assessment practises and the management of data.</p>	<ul style="list-style-type: none"> <li>▪ This is year 3 the shared data portal should be well established and used by all staff</li> <li>▪ Shared resources should be readily available on staff drive</li> <li>▪ Audit of current practises to refine developing practises</li> </ul>
	Yr 4	<ul style="list-style-type: none"> <li>▪ Review of progress thus far and identified issues prioritised by all staff</li> <li>▪ Purchase resources to enhance assessment programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student achievement data demonstrating a positive trend</li> <li>▪ Parent staff and student surveys demonstrate an upward trend in relation to student learning and teacher effectiveness.</li> </ul>

<p><b>2.</b> <b>To optimise skills at Foundation entry for all students</b></p>	Yr 1	<ul style="list-style-type: none"> <li>▪ Examine the possibility of developing an Early Years Network with preschool and school cluster colleagues.</li> <li>▪ Investigate best practice Early Years Networks and their influence on student's outcomes.</li> <li>▪ Build parent awareness and knowledge by Inviting parents of incoming preps for the new year to visit the classroom to view what a prep classroom looks like early in term 1</li> <li>▪ Teachers to visit neighbouring Early Years establishments</li> <li>▪ Prep students to revisit their kinder at the end of their prep year</li> <li>▪ Kinder class to have a familiarisation visit school with their teachers</li> <li>▪ Current transition program to continue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff visits to neighbouring Early Years Centres have occurred</li> <li>▪ Invitation to parents of incoming preps have been issued</li> <li>▪ Six week transition program continuing</li> <li>▪ Progress made in communications between schools and Early Years Networks</li> </ul>
	Yr2	<ul style="list-style-type: none"> <li>▪ Staff Attend Early Years Network meetings</li> <li>▪ Build parent awareness and knowledge by Inviting parents of incoming preps for the new year to visit the classroom to view what a prep classroom looks like early in term 1</li> <li>▪ Teachers to visit neighbouring Early Years establishments</li> <li>▪ Prep students to revisit their kinder at the end of their prep year</li> <li>▪ Kinder class to have a familiarisation visit school with their teachers if possible</li> <li>▪ New one day a month transition program to begin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trial new system of transition commencing February one day a month for the whole year</li> <li>▪ Continued documentation of work towards developing strategies to enhance foundation skills in incoming preps including minutes from associated meetings</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Attend Early Years Network meetings</li> <li>▪ Build parent awareness and knowledge by Inviting parents of incoming preps for the new year to visit the classroom to view what a prep classroom looks like early in term 1</li> <li>▪ Teachers to visit neighbouring Early Years establishments</li> <li>▪ Prep students to revisit their kinder at the end of their prep year</li> <li>▪ Kinder class to have a familiarisation visit school with their teachers</li> <li>▪ Review success of new program and continue or discontinue</li> <li>▪ An appropriate transition program to be implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued documentation of work towards developing strategies to enhance foundation skills in incoming preps including minutes from associated meetings</li> </ul>



	Yr 4	<ul style="list-style-type: none"> <li>▪ Attend Early Years Network meetings</li> <li>▪ Build parent awareness and knowledge by Inviting parents of incoming preps for the new year to visit the classroom to view what a prep classroom looks like early in term 1</li> <li>▪ Teachers to visit neighbouring Early Years establishments</li> <li>▪ Prep students to revisit their kinder at the end of their prep year</li> <li>▪ Kinder class to have a familiarisation visit to school.</li> <li>▪ Transition program to continue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued documentation of work towards developing strategies to enhance foundation skills in incoming preps including minutes from associated meetings.</li> </ul>
<b>ENGAGEMENT - To increase student and community connectedness to school</b>			
<p><b>1. To increase opportunities for students to set goals and targets for their learning and increase parent participation in their child's learning</b></p>	Yr 1	<ul style="list-style-type: none"> <li>• Teachers to ensure that they accurately mark all absences including lateness and follow up on any unexplained absences.</li> <li>• Use the newsletter to promote the importance of uninterrupted attendance at school throughout the year.</li> <li>• Parental involvement in their child's learning to be considered and included when writing ILPs</li> <li>• Explore options for increased opportunities for socialisation of senior students</li> <li>• Cluster principals to agenda senior student engagement as an item on regular meeting agendas</li> <li>• Explore personalizing learning through a focus on developing challenging learning goals and student progress</li> <li>• Develop strategies to enhance student voice and reflection on their own learning</li> <li>• Provide increased opportunities for student and family opinions to be heard via meetings and social occasions</li> <li>• Document what best practice classrooms look like in Wandiligong. Work to embed the E5 teaching practice model throughout the school</li> <li>• The establishment of Parent club to be encouraged and activities to boost parent participation in school activities.</li> <li>• School council to endeavour to establish committees to empower parents to make local school based decisions</li> <li>• Review existing student roles and how they can be expanded</li> </ul>	<ul style="list-style-type: none"> <li>▪ All absences are documented with reason (eg dentist, family holiday). Data is analysed to determine trends in type, frequency and duration of absence. Strategies thought of and discussed at school council level to improve parent engagement with school.</li> <li>▪ Newsletter articles published</li> <li>▪ Individual Learning Plans and students own goals updated each Semester.</li> <li>▪ Parent club activities occurring</li> <li>▪ School council sub committees established</li> <li>▪ E5 PD documented</li> <li>▪ Student leadership meetings convened regularly and minuted</li> <li>▪ Teacher learning plans demonstrate differentiation and acknowledgement of student goals</li> </ul>

Year 2	<ul style="list-style-type: none"> <li>• <i>Timetable designed to enable parents to attend celebration assemblies and also to increase the desire of students/families to be at school on time.</i></li> <li>• <i>Teachers to encourage and facilitate students setting goals around their own learning.</i></li> <li>• <i>Student Leadership opportunities explored and offered to senior students.</i></li> <li>• <i>Shared interschool activities planned for and consideration given to needs of all schools</i></li> <li>• <i>Revisit means of communication to and from school to ensure most effective method is used.</i></li> <li>• <i>Continue to investigate means to build partnerships with families and the broader community</i></li> <li>• <i>Continue to embed the E5 teaching practice model throughout the school</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Adjustments made to timetable as needed.</i></li> <li>▪ <i>All absences continue to be clearly documented and analysed.</i></li> <li>▪ <i>Individual Learning Plans have sections for student goals.</i></li> <li>▪ <i>Opportunities for leadership for all senior students have been maximised and participation documented by publishing articles in the newsletter</i></li> <li>▪ <i>Surveys indicate that communication strategies are effective and utilized by all families</i></li> <li>▪ <i>PD minutes demonstrate E 5 is being delivered</i></li> <li>▪ <i>Interschool activities are well planned and well attended including effective transition activities.</i></li> </ul>
Yr 3	<ul style="list-style-type: none"> <li>▪ <i>A calendar of shared school activities planned early each year with consideration given to needs of all schools</i></li> <li>▪ <i>Establish a program of events for upper school students to promote the development of leadership skills</i></li> <li>▪ <i>During enrolment process investigate and document new parents skills and interests and to what degree they would like to be involved in their child's education.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>A calendar of events documented</i></li> <li>▪ <i>Register of parent interests skills and intention to participate in school activities</i></li> <li>▪ <i>Student Leadership embedded into curriculum.</i></li> <li>▪ <i>School Connectedness' to demonstrate annual improvement in Parent Opinion Survey results.</i></li> </ul>
Yr 4	<ul style="list-style-type: none"> <li>▪ <i>Continue to build on newly established practice and adjust according to parent and student feedback</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student Leadership embedded into curriculum.</i></li> <li>• <i>Results from student teacher and parent surveys indicate high satisfaction in the 4<sup>th</sup> quartile in response to all engagement questions</i></li> </ul>

**WELLBEING - To develop creative, self – motivated and resilient learners**

<p>*To develop a curriculum plan which documents curriculum provision for the arts.</p>	Yr1	<ul style="list-style-type: none"> <li>• Timetable all curriculum dimensions related to Arts curriculum</li> <li>• <i>Value artistic achievements as effective learning related to core learning activities and celebrate those achievements.</i></li> <li>• <i>Ensure ILP's list achievements in creativity and self-confidence as learning goals</i></li> <li>• Employ community members to teach specialist areas</li> <li>• <i>Increase student voice in choosing arts related programs</i></li> <li>• <i>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>• <i>Pride Nights to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs for all students in appropriate formats. .</li> <li>• Documented increased student voice in selection of extra curricula activities.</li> <li>• School Cyber safety policy incorporated into the use of the internet when accessing arts programs for student use.</li> </ul> <p>School Connectedness', and 'Student Morale' to demonstrate annual improvement in the Student Attitudes to School survey (SATS)</p> <ul style="list-style-type: none"> <li>• Annual musical completed</li> <li>• <i>Pride Nights for all classes completed.</i></li> <li>•</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• <i>Develop and implement a whole school policy and curriculum documentation in the provision for the arts</i></li> <li>• <i>Revisit teacher planning process related to Arts curriculum</i></li> <li>• <i>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>• <i>Pride Nights to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Policy completed</i></li> <li>• <i>Curriculum plans in regular use</i></li> <li>• <i>Curriculum documentation completed and uploaded to staff drive</i></li> <li>• <i>Annual musical program to be completed</i></li> <li>• <i>Pride Nights for all classes completed.</i></li> <li>•</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>• <i>Continue to review, reflect and refine the implementation of Arts programs.</i></li> <li>• <i>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>• <i>Pride Nights to be continued ensuring that all students have roles to enhance self-confidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Annual musical program to be completed</i></li> <li>• <i>Pride Nights for all classes completed.</i></li> <li>• <i>Consistency across the school in implementation of programs</i></li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• <i>Continue to review, reflect and refine the implementation of Arts programs.</i></li> <li>• <i>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>• <i>Pride Nights to be continued ensuring that all students have roles to enhance self-confidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Updated documented whole school approach to student wellbeing.</i></li> <li>• Timetabled regular sessions in Arts</li> <li>• Specialist teachers employed to teach a variety of dimensions in Arts</li> <li>• <i>Annual musical program to be continued ensuring that all students have roles to enhance self-confidence.</i></li> <li>• <i>Annual musical program to be completed</i></li> <li>• <i>Pride Nights for all classes completed.</i></li> </ul>

<p><b>*</b> To continue to embed school values and resilience programs into whole school curriculum.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Build teacher capacity to deliver welfare programs promoting respectful relationships</li> <li>▪ Respectful relationships program introduced</li> <li>▪ Review code of conduct policies for students, teachers and parents</li> <li>▪ Promote school values via newsletter</li> <li>▪ Review component one of Kids Matter and Bounce Back program</li> <li>▪ Ensure all PSD documentation is completed on time to ensure that students with disabilities are not disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of Core Modules in new program</li> <li>▪ PL for staff on implementing welfare practises into teaching and learning programs.</li> <li>▪ Kids matter and Bounce Back still being implemented</li> <li>▪ Welfare session timetabled weekly</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Teachers to meet regularly to work on respectful relationship modules. Consecutively Implement components of Kids Matter</li> <li>Develop a consistent approach to discipline across the school</li> <li>Review student welfare policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs being successfully implemented</li> <li>▪ Welfare session timetabled weekly</li> <li>▪ Kids matter and Bounce Back still being implemented</li> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to work to develop a culture of resilient students prep -6</li> <li>Language of welfare programs being used consistently across the school by all staff and students.eg At our school .....</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modules being completed</li> <li>Discipline register showing low levels of disrespectful incidents</li> <li>Teachers survey indicates improved levels of approval for student behaviour</li> <li>Welfare session timetabled weekly</li> <li>▪ Kids matter and Bounce Back still being implemented</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Continue to review, reflect and refine the implementation of wellbeing programs.</li> <li>Language of welfare programs being used consistently across the school by all staff and students.eg At our school .....</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modules completed in Kids matter and Bounce Back and respectful relationships program</li> <li>▪ Working towards accreditation</li> <li>▪ Welfare session timetabled weekly</li> <li>▪ Kids matter and Bounce Back still being implemented</li> <li>▪ Teachers survey indicates improved levels of approval for student behaviour</li> </ul>
<p><b>*To implement a whole school ICT plan which will imbed creative and challenging uses of Information Communication Technologies into the curriculum</b></p>	Year 1	<ul style="list-style-type: none"> <li>• Revisit and revise IT policy</li> <li>• Commence work on an IT curriculum plan</li> <li>• Implement programs involving safe use of social media, including Cyberbullying programs.</li> <li>• Continue to work towards E-Smart accreditation.</li> <li>• Employ specialist IT teacher to develop skills across the school</li> <li>• Resource the purchase of IT hardware <ul style="list-style-type: none"> <li>• Implement digital learning programs prep – 6 in all subjects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• eSmart status 25 % complete.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Refine, update and implement the student wellbeing programs.</li> <li>• Evaluate E-Smart components.</li> <li>• Peer observations to observe creative use of IT programs in class</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school 'Engagement Guidelines' document updated.</li> <li>• Implementation of consistent approach for cybersafety and bullying.</li> <li>• eSmart status 50 % complete.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>Gain feedback through forums, surveys, etc on effectiveness and level of engagement with IT programs</li> <li>Develop a consistent approach to cybersafety and bullying. Continue to implement e-Smart strategies.</li> </ul>	<ul style="list-style-type: none"> <li>eSmart status 75% complete.</li> <li>Student survey indicates improvement in teachers effectiveness and learning programs</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Continue to review, reflect and refine the implementation of IT programs.</li> <li>Purchase further digital resources to enhance class programs</li> </ul>	<ul style="list-style-type: none"> <li>Achieve eSmart status.</li> <li>Resources purchased and in use in the classrooms</li> </ul>
<p><b>PRODUCTIVITY – To make maximum use of existing resources and funding and seek new opportunities to build a sustainable future</b></p>			
1. Annually review staff induction processes and procedures and staffing and student grouping arrangements	Year 1	<ul style="list-style-type: none"> <li>Through consultation identify areas of importance to families for present and future education (planning student grouping and allocating teacher duties )</li> <li>Identify staff strengths relating to areas of importance when allocating classes.</li> <li>Review induction resources processes</li> <li>Induct new staff and ensure all staff are familiar with policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Plan for professional learning to enhance areas of weakness developed for staff.</li> <li>Peer staff mentoring occurring</li> <li>Induction for new staff completed and school goals and school goals and vision revisited with existing staff</li> <li>Induction resources and processes have been reviewed</li> <li>Parent Satisfaction to be in the 4<sup>th</sup> quartile</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Induct new staff and ensure all staff are familiar with policies and procedures</li> <li>Current resources audited, sorted and used to maximise student achievements.</li> <li>Work force plan developed</li> <li>Grants, programs, staffing, community support etc identified as ways to increase learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and students have access to quality resources and equipment to implement schools goals.</li> <li>Points of difference and strategies for implementation identified to enhance classroom groupings and curriculum delivery minuted at staff meetings</li> <li>Discussion re Targeted student's needs minuted in staff meetings</li> <li>Parent Satisfaction to be in the 4<sup>th</sup> quartile</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Induct new staff and ensure all staff are familiar with policies and procedures</li> <li>All School based decisions are made to maximize student achievements.</li> <li>Budget decisions are based on the learning goals set for students.</li> </ul>	<ul style="list-style-type: none"> <li>Budget effectively supports student learning and priority areas are staffed with experienced staff</li> <li>Points of difference and strategies for implementation identified to enhance classroom groupings and curriculum delivery minuted at staff meetings</li> <li>Discussion re Targeted student's needs minuted in staff meetings</li> <li>Parent Satisfaction to be in the 4<sup>th</sup> quartile</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>Induct new staff and ensure all staff are familiar with policies and procedures</li> <li>School based decisions are made with reference to schools vision, mission and values.</li> </ul>	<ul style="list-style-type: none"> <li>All milestones in the School Strategic Plan achieved.</li> <li>Points of difference and strategies for implementation identified to enhance classroom groupings and curriculum delivery minuted at staff meetings</li> <li>Discussion re Targeted student's needs minuted in staff meetings</li> <li>Parent Satisfaction to be in the 4<sup>th</sup> quartile</li> </ul>
Develop ICT capacity for all staff and develop ICT purchase plan	Year 1	<p>Explore and trial the possibilities to develop specific programs / experiences for students using existing staff expertise</p> <p>Audit current hardware stocks, revisit 2015 funding allocation plan, subcommittee to draft a cyclic purchasing program.</p>	<ul style="list-style-type: none"> <li>Investigations of programs and experiences at other schools, including visits, discussions held to see how programs have been implemented.</li> <li>Cyclic purchasing plan ratified by school council</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Timetable / calendar considers programs/experiences available to classroom teachers for PL.</li> <li>PL focus for teachers to implement into classrooms practise.</li> <li>Staffing expertise made to implement programs/experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Initial steps made to implement specific programs/experiences to enhance IT skills of children</li> <li>Structured Professional learning delivered to staff</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Timetable/calendar considers programs/experiences available to classroom teachers.</li> </ul> <p>Staffing PL focussing on developing IT skills to implement programs/experiences including programing for students.</p>	<ul style="list-style-type: none"> <li>New programs / experiences partial implemented.</li> <li>Continuing PD for staff</li> <li>Approval on surveys approaching 4<sup>th</sup> quartile</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Timetable/calendar includes IT programs/experiences.</li> <li>Staffing PD to focus on extending skill development from previous years.</li> </ul>	<ul style="list-style-type: none"> <li>Programs fully implemented</li> <li>Approval on surveys is 4<sup>th</sup> quartile</li> <li>Continuing PD for staff</li> <li>Teaching programs to include references to new IT programs.</li> </ul>

