

School Strategic Plan  
for  
Kerang Primary School  
1410  
2016 - 2019



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Brenton Taylor</p> <p>Date.....18/4/16.....</p>
<p>Endorsement by School Council</p>	<p>Signed:.....</p> <p>Name: Tony Pearson</p> <p>Date.....18/4/16.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name: Paul Hon</p> <p>Date.....20/4/16.....</p>

## School Profile

<p><b>Purpose</b></p>	<p>Our <b>VISION</b> is to create a safe and caring, learning environment, where everyone has the opportunity to engage and learn to the best of their ability.</p> <p>Our <b>MISSION</b> is to;</p> <ul style="list-style-type: none"> <li>• Provide positive, professional staff committed to sharing their passion for learning with the students and the wider community.</li> <li>• Improve student outcomes.</li> <li>• Provide an innovative curriculum that values diversity.</li> <li>• Instil confidence in students and engage, motivate and excite them in their learning.</li> <li>• Promote a school culture that values strong partnerships between home, school and community.</li> </ul>
<p><b>Values</b></p>	<p>At Kerang Primary School, we will strive to be the best we can through the values of:</p> <ul style="list-style-type: none"> <li>• <b>Respect:</b> I value others, the environment and myself.</li> <li>• <b>Resilience:</b> I bounce back.</li> <li>• <b>Responsibility:</b> I own my behaviour.</li> <li>• <b>Honesty:</b> I am truthful and trustworthy.</li> <li>• <b>Teamwork:</b> I co-operate and work with others.</li> </ul> <p>Through these values our students can become positive citizens in our community.</p>
<p><b>Environmental Context</b></p>	<p>Kerang Primary School is situated on the edge of the Kerang business area and is easily accessible to all members of the community. The school building forms an integral part of the street landscape, with the Federation period buildings being recognized for it's historical importance to the town. The school services an urban/rural community with country students commuting through an extensive bus network. While the effect of drought, floods and a declining rural economy reliant upon agriculture has seen a reduction in student numbers the school is extremely proud of it's past and excited about it's future. Demographics in student population has changed with the school SFO currently at 0.73. and a high number of transient students move through the school throughout each year. Current staffing consists of 9.6 full time staff: 1 Principal, 2.5 Classroom Teachers, 0.2 MARC Teacher, 0.1</p>

Music Specialist and 1.5 Education Support Staff. One staff member is trained in Reading Recovery.

The School is committed to continuous improvement in all areas of the curriculum. A strong emphasis is placed upon Numeracy, Literacy and ICT, which is enhanced by participation in Network Professional Learning Teams. Classroom programs are enhanced by the provision of a school computer network, Polycom Conferencing Unit and regular use of Digital Technology.

10% of the school population consists of Koori students. They and their families are supported by a KESO officer and local elders. The Koorie students are engaged in learning and have a high level attendance and participation rate. The KESO officer provides support for Koori students and families in the areas of student attendance, student engagement in school and student wellbeing.

Kerang Primary School is one of four primary schools in the township of Kerang. It is the smaller of the two government state schools and is one of four town and four local rural feeder schools to the Kerang Tech High School. KPS is in the transitional stage of forging links with the other 3 rural schools in a variety of school based learning and engagement programs

The partnership between the parents and teaching staff is carefully nurtured as staff work to build relationships with all families of their students. Kerang Primary school regards education a three-way partnership of the child, parent and teacher all working together to attain the highest possible outcomes for the students. Parent involvement in the school programs is actively encouraged and promoted as an essential ingredient in the education process. An active parent club runs events in the school and raises funds to meet the purchase of new learning equipment for the students.

The community strongly supports the school in it's highly engaging Stephanie Alexander Kitchen Garden Program, Sporting Program, Clubs Program and Energy Breakthrough Program.

The school is actively involved in local community events and activities such as the Meals on Wheels assistance for the elderly, Rotary Junior Citizen Program, Lion's Club Public Speaking, Keep Australia Tidy, ANZAC Services and the Walk 2 School Program.

The school is set into 3 learning areas that have a strong focus on the teaching of Literacy, Numeracy and Inquiry learning. The curriculum is differentiated to cater for the learning needs of all students and targeted intervention programs are in place to support all students to achieve a measure of success.

A feature of the Kerang Primary School is the establishment of a Satellite Specialist School. Buildings have been refurbished to create a classroom with a kitchenette and bathroom facilities in which to cater for a small group of children enrolled at the Swan Hill Specialist School. The students from Kerang district attend the satellite specialist school on one day a week which is staffed by the Swan Hill Specialist School. Students can be dual enrolled. The students also join with some of the mainstream lessons with Kerang Primary school students.

Kerang Primary School is a registered Real School in the Adam Voigt group that promotes and supports Committed Teachers,

	<p>Caring Students and a Connected Community.</p> <p>The school was established in 1874 and has a long, proud tradition in the local community with a vision for the future that includes further development and integration of ICT, high quality explicit teaching in learning neighbourhoods and a policy of putting the student at the centre of learning, in a safe and friendly learning environment.</p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• Kerang Primary School fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• Kerang Primary School guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• Kerang Primary School provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• Kerang Primary School students will receive instruction that is adapted to their individual needs.</li> <li>• Kerang Primary School teachers will provide timely and targeted feedback to students on their work.</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<b>Achievement</b>	To improve individual student learning outcomes in writing and mathematics.	<p><b>Victorian Curriculum – Teacher Judgement.</b> Increase the % of students at or above expected level in Writing and Number by 2019.</p> <p>By 2019 at least 75% of students F-6 will be at or above the expected level (score C, B or A) in Writing. 2014 – 62.8%.</p> <p>By 2019 at least 70% of students F-6 will be at or above the expected level (score C, B or A) in Number. 2014 – 51.7%.</p> <p><b>NAPLAN</b></p> <p>Grade 3: By 2019, 85% of students deemed capable above NMS in Writing and 80% of students deemed capable</p>	<ul style="list-style-type: none"> <li>• Build the instructional practice of every teacher by adopting a whole school approach to planning, implementation and assessment using an agreed framework.</li> <li>• Build teacher capacity to identify each student's point of learning.</li> <li>• Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and measured progress for every student in the school.</li> </ul>

		<p>above NMS in Number. (2015: Writing: 83.3%. Number: 66.7%)</p> <p>Grade 5: By 2019, 80% of students deemed capable above NMS in Writing and 75% of students deemed capable above NMS in Numeracy.</p> <p>(2015: Writing: 40%. Number: 33.3%)</p> <p>Growth from year 3 – 5 to be “At or Above” State Benchmark growth.</p> <p><b><i>Aim on Demand</i></b></p> <p>That individual student tracking show a measured one year growth or more in the one year.</p> <p>Student growth grades 3-5 over the life of the strategic plan. Documented evidence to show One year growth for one year of learning as indicated through triangulated student data.</p>	
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students’ motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students</p>	<p>To build and support high levels of student engagement and motivation leading to improved student performance and attendance.</p>	<p>*By 2019 Kerang Primary School data will maintain at or above state and region mean in the Attitude to School’s Survey.</p> <p>By 2019 School Connectedness, Learning Confidence and Teacher Effectiveness will all be in the 75<sup>th</sup> percentile.</p>	<p>*A common teacher-planning model embedded across the whole school showing differentiated learning that supports, challenges and engages all students in their learning.</p> <p>*Build teacher capacity, knowledge and understanding to implement Inquiry Based Learning at the middle and senior school level.</p> <p>*Build teacher capacity to maximise the use of ICT and digital technologies to further engage students in their learning.</p>

<p>engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Increased Attendance:</p> <p>By 2019 average annual student absence will be at 12.5 days. (2014 – 15.95 days)</p>	<p>*Provide opportunity for students to build relationships within and beyond the school community through projects and programs as the Rotary International Junior Community Leadership Award, Lion's Club Public Speaking, Gannawarra Shire Community Youth Projects, RACV Energy Breakthrough and the Stephanie Alexander Kitchen Garden Program.</p> <p>*Engage in school/community-initiated programs to raise awareness of their significance in building a culture of leadership, friendship, relationships and active participation with the broader community.</p> <p>*Build on and strengthen existing transition framework.</p> <p>*Engage with existing and emerging networks in order to advance wider community confidence in the school.</p> <p>*Increased school enrolments.</p>												
<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To enhance a culture that fosters positive relationships, connectedness and wellbeing.</p>	<p>*By 2019 there will be 10 percent improvement in the student's Attitude to Schools survey to classroom behaviour, student distress and student morale.</p> <table border="1" data-bbox="1131 1177 1563 1321"> <thead> <tr> <th></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>65.6</td> <td>75</td> </tr> <tr> <td>Student Distress</td> <td>68.5</td> <td>75</td> </tr> <tr> <td>Student Morale</td> <td>71.2</td> <td>75</td> </tr> </tbody> </table>		2015	2019	Classroom Behaviour	65.6	75	Student Distress	68.5	75	Student Morale	71.2	75	<ul style="list-style-type: none"> <li>▪ To continue to develop and implement Real Schools (Adam Voigt) philosophies of Committed Teachers, Connected Communities and Caring Students.</li> <li>▪ Increased school community awareness of behavioural expectations through: Conversations with parents and parent teacher interviews, Welcome Bar-b-que and</li> </ul>
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		<p>*By 2019 the Parent Opinion Survey will be at State Benchmark of 5.50 for Student Safety. (2015 – 5.04)</p>	<p>Celebratory Days.          -Restorative Practice:          -Individual Behaviour Plans.          -Classroom Agreements.          -School Discipline Policy.</p> <ul style="list-style-type: none"> <li>▪ Strengthen current school wide approach to student wellbeing by investigating elements of Kids Matter Program, Boys in Learning, Autism Connect and Understanding Poverty.</li> </ul>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To optimize the allocation of resources (human, financial, time, space and materials) to improve the learning outcomes for all students attending Kerang Primary School.</p>	<ul style="list-style-type: none"> <li>• By 2019 the School Staff Opinion Survey overall score for ‘Professional Learning’ will be above 80.</li> <li>• By 2019 the ‘School Improvement’ score on the Parent Opinion Survey will be greater than 7.0. (2015 – 6.58)</li> <li>• By 2019 the ‘General Satisfaction’ score on the Parent Opinion Survey will be greater than 6.5. (2015 – 6.41)</li> <li>• Data reflects demonstrated growth for all student learning outcomes in Literacy and Numeracy.</li> <li>• Increased Student Enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>• Support a model to provide opportunity for staff to participate and engage in peer observations, professional conversations, mentoring and professional learning designed to enhance teacher capacity.</li> <li>• Support to extend the whole school planning format to incorporate provision of personalised learning goals and strategies in a differentiated curriculum plan.</li> <li>• Support to build upon it’s capacity to integrate it’s assessment processes and recording strategies to assist staff to maintain a rigorous whole school assessment tracking, monitoring and reporting system of student achievement and wellbeing.</li> <li>• Exploit the Polycom strategy to support personalisd learning opportunities.</li> </ul>

			<ul style="list-style-type: none"><li>• Building teacher capacity to implement an agreed planning model for Literacy and Numeracy through the employment of a coach.</li><li>• Provide targeted intervention programs to meet the learning needs of all students.</li></ul>
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## School Strategic Plan 2016- 2019: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>Build the instructional practice of every teacher by adopting a whole school approach to planning, implementation and assessment using an agreed framework.</li> <li>Build teacher capacity to identify each student's point of learning.</li> <li>Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and measured progress for every student in the school.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Outsourced Professional support to develop a whole school approach to planning, implementation and assessment of Mathematics.</li> <li>Staff will plan together on a regular basis using performance data to inform planning.</li> <li>Establish structured peer observation and feedback processes focused on Mathematics teaching.</li> <li>Improved teacher performance in mathematics teaching through participation in targeted Maths professional Learning.</li> <li>Staff engage in professional learning related to the Victorian Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Introduce consistent planning documents throughout the school on an agreed format for Mathematics.</li> <li>Scheduled planning meetings having a direct link to student performance data.</li> <li>Staff demonstrating and verbalizing a change in teaching practice as a result of peer feedback conversations</li> <li>Staff clearly demonstrating use of Mathematics PD ideas in classroom practice.</li> <li>Staff trialling new understandings of the Victorian Curriculum.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Review and refine whole school planning, implementation and assessment of Mathematics.</li> <li>Further development of regular peer observation and feedback in Mathematics.</li> <li>Improved teacher performance through visiting 'best practice' schools</li> <li>Staff implementing the Victorian Curriculum.</li> <li>Begin to develop a whole school approach to planning, implementation and assessment of Writing.</li> </ul>	<ul style="list-style-type: none"> <li>All staff using consistent planning documents throughout the school on an agreed format for Mathematics.</li> <li>Staff further refining their practice in response to feedback.</li> <li>Staff clearly demonstrate improved practice as a result of school visits.</li> <li>All staff using Victorian Curriculum progression points</li> <li>Introduce consistent planning documents throughout the school on an agreed format for Writing.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ Implement a whole school approach to planning, implementation and assessment of Writing.</li> <li>▪ Establish structured peer observation and feedback processes focused on teaching of Writing</li> <li>▪ Further analysis of student performance data (On demand, NAPLAN, Victorian Curriculum) at timetabled staff curriculum meetings.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff using consistent planning documents throughout the school on an agreed format for Writing and Numeracy.</li> <li>▪ Staff demonstrating and verbalizing a change in teaching practice as a result of peer feedback conversations</li> <li>▪ Teacher performance plans demonstrate use of performance data for class and individual student planning</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review and refine whole school planning, implementation and assessment of Literacy and Numeracy.</li> <li>▪ Whole school approach to Teaching and learning embedded into daily practice.</li> <li>▪ Evaluation of school assessment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff using consistent planning documents throughout the school on an agreed format for Literacy and Numeracy.</li> <li>▪ Assessment schedule revised to reflect assessment, reporting to parent policy and student learning needs.</li> </ul>
<p><b>Engagement</b></p> <p>*A common teacher-planning model embedded across the whole school showing differentiated learning that supports, challenges and engages all students in their learning.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate and trial a Common Teaching Planning Model</li> <li>▪ Participate in learning walks/ cluster days/ peer observation of Inquiry Based Learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common planning model in use.</li> <li>▪ Evidence of Inquiry Based Learning in classroom planning documents.</li> <li>▪ Staff confident in the implementation of Inquiry Based Learning in the middle school.</li> </ul>

<p>*Build teacher capacity, knowledge and understanding to implement Inquiry Based Learning at the middle and senior school level.</p> <p>*Build teacher capacity to maximise the use of ICT and digital technologies to further engage students in their learning.</p> <p>*Provide opportunity for students to build relationships within and beyond the school community through projects and programs as the Rotary International Junior Community Leadership Award, Lion's Club Public Speaking, Gannawarra Shire Community Youth Projects, RACV Energy Breakthrough and the Stephanie Alexander Kitchen Garden Program.</p> <p>*Engage in school/community initiated programs to raise awareness of their significance in building a culture of leadership, friendship, relationships and active participation with the broader community.</p> <p>*Build on and strengthen existing transition framework.</p>		<ul style="list-style-type: none"> <li>▪ Participate in cluster days to strengthen student engagement, with an emphasis on Grade 5/6 transition.</li> <li>▪ Continue TIN network, attend community invitations IE: Northern District Community Health, term one-re-establish connections with the shire, show committee. Set Clubs program and Stephanie Alexander Garden Program.</li> <li>▪ Regular communications evidenced (e.g. newsletter) in regard to community and network engagement activities promoting the significance of parents as partners in education.</li> <li>▪ Attendance at Cluster Days, Information nights and TIN network meetings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community engagement programs a recognized and accepted part of school program.</li> <li>▪ Transition times into, through and beyond school a regular feature on school calendar.</li> <li>▪ Meeting Schedule includes TIN meetings</li> <li>▪ Extra Curricular Engagement activities evident in planning.</li> <li>▪ Clearly documented transition program as per policy.</li> </ul>
<p>*Engage with existing and emerging networks in order to advance wider community confidence in the school</p>	<p>Year 2</p>	<ul style="list-style-type: none"> <li>▪ Implement use of Common Teaching Planning Model that was chosen.</li> <li>▪ Trial expansion of Inquiry Based Learning in middle school.</li> <li>▪ Students to organise activities for Cluster Days.</li> <li>▪ Recruit community members for clubs program and Stephanie Alexander Garden Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common planning model embedded in school culture.</li> <li>▪ Community input into school programs.</li> <li>▪ Improved Attitudes to School's Survey results.</li> <li>▪ Parent feedback at Parent Teacher Interviews positive.</li> <li>▪ Individual Learning Plans for all students.</li> <li>▪ Differentiation of curriculum evident</li> </ul>

			in all planning across school.
	Year 3	<ul style="list-style-type: none"> <li>▪ Revise the Common Teaching Planning Model that was chosen.</li> <li>▪ Refine expertise in Inquiry Based Learning in middle school.</li> <li>▪ Review effectiveness of Cluster Days.</li> <li>▪ Review and extend Clubs program and Stephanie Alexander Kitchen Garden Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase in parental and community involvement in school based activities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review the Common Teaching Planning Model that was chosen.</li> <li>▪ Review of Inquiry Based Learning in middle school.</li> <li>▪ Review Cluster Days and Stephanie Alexander Garden Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased enrolments in the school.</li> <li>▪ Improved Student Attendance data.</li> <li>▪ Staff supporting each other in implementation of Inquiry Based Learning.</li> <li>▪ Team planning driven by student data.</li> <li>▪ Whole school ownership and collective responsibility to student data.</li> </ul>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>▪ To continue to develop and implement Real Schools (Adam Voigt) philosophies of Committed Teachers, Connected Communities and Caring Students.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Review current Real Schools practice.</li> <li>▪ Investigate Kids Matter Program.</li> <li>▪ Identify and develop students requiring Behaviour Intervention Plans.</li> <li>▪ Develop protocols for recording misbehaviours.</li> <li>▪ Review and up-date Student Engagement and Wellbeing policy.</li> </ul> <p>Complete staff opinion survey.</p>	<ul style="list-style-type: none"> <li>▪ Classroom behaviours, student distress and student morale variables on the 'Attitude to Schools' Survey are at or above 2015 results.</li> <li>▪ *Identify areas of improvement from staff survey.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Increased school community awareness of behavioural expectations through: Conversations with parents and parent teacher interviews, Welcome Bar-b-que and Celebratory Days. -Restorative Practice: -Individual Behaviour Plans. -Classroom Agreements. -School Discipline Policy.</li> <li>▪ Strengthen current school wide approach to student wellbeing by investigating elements of Kids Matter Program, Boys in Learning, Autism Connect and Understanding Poverty.</li> </ul>	Year 2	<ul style="list-style-type: none"> <li>▪ Use newsletter to share Real Schools tips.</li> <li>▪ Implement Kids Matter program.</li> <li>▪ Review and up-date Behaviour Intervention Plans.</li> </ul> <p>Implement protocols for recording misbehaviours.</p>	Classroom behaviours, student distress and student morale variables on the 'Attitude to Schools' Survey are above 2015 results.
	Year 3	<ul style="list-style-type: none"> <li>▪ Embed Real Schools philosophy</li> <li>* Revise Kids Matter program.</li> <li>▪ Continue to use Behaviour Intervention Plans.</li> </ul> <p>Maintain and continue to use protocols for recording misbehaviours.</p>	<ul style="list-style-type: none"> <li>▪ Classroom behaviours, student distress and student morale variables on the 'Attitude to Schools' Survey are increased by 5 percent above 2015 results.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review Kids Matter program.</li> <li>▪ Review success of Behaviour Intervention Plans.</li> </ul> <p>Review and up-date Student Engagement and Wellbeing policy.</p>	Classroom behaviours, student distress and student morale variables on the 'Attitude to Schools' Survey are increased by 10 percent above 2015 results.
<p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>• Support a model to provide opportunity for staff to participate and engage in peer observations, professional conversations, mentoring and professional learning designed to enhance teacher capacity.</li> <li>• Support to extend the whole school planning format to incorporate provision of personalised learning goals and strategies in a differentiated curriculum plan.</li> <li>• Support to build upon it's capacity to integrate it's assessment processes and recording strategies to assist staff to maintain a rigorous whole school assessment tracking, monitoring and reporting system of student achievement and wellbeing.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a suitable peer observation model.</li> <li>▪ Plan Professional Learning requirements to build teacher capacity and reflect whole school plans.</li> <li>▪ Establish targeted intervention models in Literacy and numeracy.</li> <li>▪ Access to Numeracy coaching to develop whole school planning and assessment in numeracy.</li> <li>▪ Explore the potential of the Polycom system and seek informed advice use it to enhance learning opportunities for both students and staff.</li> <li>▪ Develop a school budget that reflects school goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer observation model developed and in practice,</li> <li>▪ Professional Development plans in place.</li> <li>▪ Timetabled Polycom use in class and staff professional learning.</li> <li>▪ Numeracy coach worked with staff to develop whole school plan.</li> <li>▪ Budget approved by school council as one that will support school goals and strategies.</li> <li>▪ Intervention programs in Literacy and Numeracy in place.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Review peer observation model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of model completed.</li> </ul>

<ul style="list-style-type: none"> <li>• Exploit the Polycom strategy to support personalised learning opportunities.</li> <li>• Building teacher capacity to implement an agreed planning model for Literacy and Numeracy through the employment of a coach.</li> <li>• Provide targeted intervention programs to meet the learning needs of all students.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Staff Performance Goals to reflect recommendations from peer observation feedback conversations.</li> <li>▪ Continue to plan regular staff PD to build staff capacity in line with school goals.</li> <li>▪ Gather community feedback on the school's efforts to increase student enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased score on Staff Opinion Model.</li> <li>▪ Staff Performance Plans completed successfully.</li> <li>▪ Polycom data demonstrates regular timetabled use.</li> <li>▪ Enrolments maintained.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Update and implement refined peer observation model.</li> <li>▪ Continue to collectively plan staff PD to build staff capacity in line with school goals.</li> <li>▪ Access Literacy coach expertise to further develop whole school Literacy planning.</li> <li>▪ Review efficacy of current supported intervention programs.</li> <li>▪ Continue to embed the use of the polycom into school learning practices.</li> <li>▪ Continue to explore areas to further refine whole school planning and assessment practices.</li> <li>▪ Continue to present a budget that reflects whole school goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revised Peer Observation model implemented.</li> <li>▪ Staff Professional Performance Plans reflect school goals.</li> <li>▪ Whole school Literacy plan in place and documented.</li> <li>▪ Improved Achievement data for ALL students across school following Intervention programs.</li> <li>▪ Budget reflects school goals.</li> <li>▪ Revised whole school planning and Assessment processes in place.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Review peer observation program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviews completed.</li> </ul>



		<ul style="list-style-type: none"> <li>• Review of staff PD planning.</li> <li>• Review the use of the Polycom/video conferencing technology in the context of improving student learning.</li> <li>• Review whole school planning and assessment model.</li> <li>• Review outcomes from community feedback of school's ability to maintain community confidence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased student enrolment.</li> <li>▪ 2019 Budget surplus and all school level data showing an increased performance score than in 2015.</li> </ul>
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