Strategic Plan

2013 – 2016
**Vision**
A dynamic, innovative and caring community committed to creating a foundation for lifelong learning.

**Mission**
To provide every student with the opportunities to become successful learners in an enriching and supportive environment, striving for excellence in all areas of their lives and contributing meaningfully to their community.

**Values**

*Learning* – Our students are engaged in positive, productive and supported learning and encouraged towards lifelong learning.

*Excellence* – We have high expectations for our learners and a strong commitment to the pursuit of quality and excellence in our people, programs and resources.

*Equity* – Our school promotes and practices fairness, justice and equal opportunity for all students in a non-discriminatory and respectful learning environment.

*Respect* – We highly value and appreciate the feelings, ideas, rights and roles of others, acting considerately and courteously to other people and having high regard for oneself, property and the environment.

*Relationships* – Positive and effective relationships built on trust, respect and open communication will optimise the learning outcomes for our students.

*Integrity* - Strength of character, citizenship, courage and resilience shape positive decision making and empower students to lead successful lives.
Key Drivers

Successful Learners
- Engage and inspire students through purposeful, innovative and supported learning programs.
- Empower students to set high standards for their education and reach their potential through tailored learning.
- Establish balanced, flexible and responsive learning for students to encourage lifelong learning.

Professional Staff
- Develop a highly qualified, motivated and supported staff through professional learning, challenges and clear direction.
- Provide staff with regular and structured feedback on their performance.
- Establish a team orientated culture to achieve school targets and to support each other for learning growth and success.

Shared Leadership
- Create opportunities and support for all interested staff to engage in leadership roles across the school.
- Provide support, professional learning, coaching and mentoring opportunities for all potential and established leaders.
- Equip leaders with the skills and resources to manage programs effectively to promote continuous improvement.

Home/School Partnerships
- Promote a culture of active parental involvement in student learning, school programs and school governance.
- Empower parents to gain the knowledge, skills and understanding to successfully contribute in the school program.
- Provide parents with ongoing information and feedback in relation to curriculum, performance, priorities and operations of the school.

Quality Learning Environments
- Provide resources, facilities and infrastructure that support current and dynamic teaching and learning practices.
- Establish community partnerships to support and enrich learning programs.
- Work collaboratively with neighbouring schools to support student learning and staff professional learning.
Our Priorities

**Literacy**
Provide a framework for teaching and learning of literacy that ensures our students develop the skills required for participation and growth throughout their education.

**Numeracy**
Provide a framework for teaching and learning of numeracy that ensures our students develop the skills required for participation and growth throughout their education.

**Australian Curriculum**
Implement and support the Australian Curriculum and ensure teachers are provided with high quality resources and expertise to support the delivery of outstanding teaching and learning programs.

**Quality Teaching**
Build and maintain a professional team of highly able teachers encouraging them to take an active leadership role beyond the classroom and a commitment to continuous professional improvement. Develop a culture of shared responsibility for student learning and success.

**Supportive School Environment**
Promote a culture of high standards and positive actions with staff, parents and students based on schoolwide values, empathy, respect and school expectations.

**Campus Management**
Provide quality facilities and establish effective systems to promote student learning, staff performance and positive school outcomes.

**Early Years**
Develop and maintain strong relationships with families and community services and implement a quality program for our early years children so they develop as confident and curious learners.

**Technology**
Provide modern technological resources, facilities, infrastructure and equipment to support high quality learning programs to enable our students to be well equipped with essential skills and knowledge to enhance their future learning.
**2013-2016: Literacy Plan**

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<th>Targets</th>
<th>Major Strategies</th>
<th>Evaluation Measures</th>
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| 1. Develop and implement a whole school approach to the teaching of literacy, reflecting current best practice. | **Stage 1:** Create a leadership team for each area of literacy to investigate, define and share best practice with staff.  
2013 foci:  
term 1 - writing (grammar, punctuation, spelling)  
term 3 - reading (guided reading, comprehension)  
term 4 - writing (text types, writers notebook) | Publication of whole school approach.  
Teachers can articulate, implement and demonstrate best practice in all areas of literacy.  
Teachers are setting and achieving goals relating to the teaching of literacy in their PDPs.  
Improved literacy results in grade 5 NAPLAN testing.  
Steady or improved literacy results in grade 3 NAPLAN testing.  
Steady or improved literacy results in PIPS testing. |
| 2. Reverse the current trend in our grade 5 NAPLAN literacy results. | **Stage 2:** Revisit all literacy areas at least once every two years  
Increase staff knowledge and expertise in the use, analysis and development of multimodal and digital texts  
**At all times:**  
Analyse data to inform teaching practice.  
Refer to the Australian Curriculum: English and DOE documentation (eg Masters Framework and Supporting Literacy and Numeracy Success).  
Support at risk students through Flying Start program, class intervention, community tutoring and parent information sessions.  
Audit and monitor current learning needs and expertise of staff (through PDPs). Use expertise of staff and external providers to meet identified needs.  
Maintain ongoing conversation with the Network Lead Teacher for literacy (Pam Powell 2013) | |
# 2013-2016: Numeracy Plan

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| 1. Develop and implement a whole school approach to the teaching of numeracy, reflecting current best practice. | **Stage 1:** Create a Mathematics leadership team to investigate, define and share best practice with staff.  
2013 foci:  
- Term 1 – Di’s Big Ideas  
- Term 3 – Proficiencies (Problem Solving, Reasoning, Fluency & Understanding)  
- Overview of Mental Computation | Continue to review and modify whole school scope & sequence & Mathematics document.  
Teachers can articulate, implement and demonstrate best practice in all areas of numeracy.  
Teachers are setting and achieving goals relating to the teaching of numeracy in their PDPs.  
Improved numeracy results in grade 5 NAPLAN testing.  
Steady or improved numeracy results in grade 3 NAPLAN testing.  
Steady or improved numeracy results in PIPS testing. |
| 2. Reverse the current trend in our grade 5 NAPLAN numeracy results. | **Stage 2:** Revisit all areas of Mathematics at least once every two years  
Increase staff knowledge and expertise in differentiation in their teaching of Mathematics. | |
| 3. Maintain or increase our grade 3 NAPLAN numeracy results (based on 2012 results). | **Ongoing**  
Analyse data to inform teaching practice  
Refer to the Australian Curriculum: Mathematics and DOE documentation (e.g. Masters Framework and Supporting Literacy and Numeracy Success)  
Support at risk students through Flying Start program, class intervention and parent information sessions.  
Audit and monitor current learning needs and expertise of staff (through PDPs). Use expertise of staff and external providers to meet identified needs.  
Maintain ongoing conversation with the Network Lead Teacher (Pam Powell 2013)  
All staff will have access to our Whole School Scope & Sequence for Mathematics. They will also receive a copy of our Mathematics document which outlines our whole school agreements & expectations for Mathematics. This will be referred, updated & modified regularly. | |
| 4. Maintain the upward trend in our PIPS results for numeracy. | | |
# 2013-2016: Australian Curriculum Plan

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| 1. For all teachers to be using the relevant areas of the Australian Curriculum confidently when planning and assessing. | **Stage 1**  
All school planning (whole school, collaborative and class plans) will refer to and be based upon relevant areas from the Australian Curriculum.  
Establish learning area teams to: lead and plan curriculum implementation; and to determine and share best practice and resources.  
Further embed the English, Mathematics, Science and History curriculums with ongoing staff PL and collaborative planning.  
Staff will continue to moderate each of the above learning areas with other schools and colleagues. | **Stage 2 & 3**  
Introduce staff to new learning areas as they come online.  
Establish learning area teams to: lead and plan curriculum implementation; and to determine and share best practice and resources.  
Begin to embed in planning sessions (whole school, collaborative, class plans) and ongoing staff PL.  
Staff to engage in moderation activities for relevant learning areas.  
School planning (whole school, collaborative and class plans) is based on relevant areas of the Australian Curriculum  
Teachers are actively engaged in moderation of relevant areas.  
Student and school progress to be monitored and reviewed through the school database (SWST, PAT Maths and PAT Reading, NAPLAN) and inter and intra school moderation sessions. |
# 2013-2016: Quality Teaching Plan

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| 1. To improve student outcomes in all learning areas, particularly in English and Mathematics. | **Senior staff:**  
Determine learning areas to be focused on, based upon: relevant learning areas from the Australian Curriculum; DoE and school strategic plans; current data; and an audit of staff needs.  
Ensure that each staff member is involved in the ongoing development of their own PDP  
Monitor needs and implement actions identified to help staff reach the goals outlined in their PDP  
Develop leadership groups for learning areas based on staff interest and information in PDPs. | Refer to strategic plan evaluation measures for literacy and numeracy  
Teachers are able to articulate, implement and demonstrate “best practice” in all relevant learning areas.  
Teachers use data to inform and monitor their practice.  
Staff members have been enabled to reach the goals outlined in their PDP.  
Staff members utilise digital technology proficiently in their roles to increase student outcomes and school improvement. |
| 2. To define, articulate, share and implement “best practice” teaching. | **Leadership groups:**  
Work together to define “best practice” teaching based on current research, professional knowledge and relevant guidelines (eg. Masters Framework and Supporting Literacy and Numeracy Success).  
Lead staff through PL sessions based on: “best practice” identified; the audited needs of current staff in each learning area; relevant data to inform and monitor practice. |  |
| 3. To ensure each staff member has an ongoing PDP and that goals are being achieved. | **Teaching and Support staff:**  
Monitor own self-development as outlined in PDP.  
Collaboratively plan with colleagues based on an understanding of “best practice” teaching and using data to inform this practice. (Timperley Model).  
Provide appropriate professional learning opportunities for staff to become more proficient with digital technology. |  |
## 2013-2016: Supportive School Community Plan

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<td>1. To increase the level of student behaviour.</td>
<td>Schoolwide expectations will continually be reviewed and implemented consistently across the school by all staff. The ‘Time Out’ system will be effective in changing student behaviour and decision making. Maintain a ‘Time Out’ record. More opportunities will be in place for senior students to act as role models and leaders across the school.</td>
<td>- Zero suspensions between 2013 and 2016.</td>
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<td>2. To increase the level of student attendance and to reduce the number of late arrivals by students.</td>
<td>At risk students / families to be monitored and supported by Principal, social worker and school chaplain.</td>
<td>- The number of ‘Time Out’ students will be reduced by 50%.</td>
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<td>3. To increase student engagement at school.</td>
<td>To maintain strong student support, extension and class programs for all students.</td>
<td>- The number of class relocations will be reduced by 50%.</td>
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<td>- The new ACARA surveys will indicate high satisfaction with student behaviour.</td>
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<td>- The student attendance level will be maintained at 95% or greater between 2013 and 2016.</td>
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<td>- The number of late arrivals at school will be reduced as follows: 2013: 50% reduction of 2012 total. 2014: 10% reduction of 2013 total. 2015: 10% reduction of 2014 total. 2016: Maintain or better 2015 total.</td>
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<td>- Attendance, behaviour and learning evaluation measures as described in this plan will be achieved.</td>
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### 2013-2016: Early Years Plan

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| 1. To build and maintain strong relationships in the LIL program. | • Provide information and support to all families particularly new additions to the program.  
• Principal to meet with all Pre Kinder families.  
• Rotate Kindergarten teachers around in the B4 and Pre Kinder programs.  
• Principal visits all CHAPS referrals in the Bellerive home area. | • A high attendance rate of families will be increased over the 4 years.  
B4: at least 50 families for the year  
Pre Kinder:  
2013 – 50% of 2014 Kinder  
2014 – 60% of 2015 Kinder  
2015 – 70% of 2016 Kinder  
2016 – 75% of 2017 Kinder |
| 2. To empower parents as educators of their children. | • Provide learning ideas for parents and to foster the concept of parents working as co-teachers with their children.  
• Empower parents as the primary educators of their children. | • Kindergarten Development Checklist results improve:  
2013 - 2016: 95%+ achieve all 21 performance indicators. |
| 3. To support vulnerable families who face difficulties accessing the LIL program and other services in the community. | • Contact families not attending LIL programs and provide support as necessary.  
• Set up buddy families with vulnerable families.  
• Develop student portfolios  
• Embed the LIL program into the whole school approach for curriculum learning areas. | • Student PIPS and KDC results improve:  
PIPS percentile targets:  
2013: Literacy 75+ Numeracy 70+  
2014: Literacy 77+ Numeracy 72+  
2015: Literacy 79+ Numeracy 74+  
2016: Literacy 80+ Numeracy 75+ |
<p>| 4. To facilitate a quality teaching and learning program for all children. | | |</p>
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<td>1. To continue completion of the Master School Building Plan.</td>
<td><strong>2013</strong>&lt;br&gt;- Complete Stage 1 of the Middle Block redevelopment by Term 4.&lt;br&gt;- Develop ICT lab.&lt;br&gt;- Create a Pre Kinder room to be third Kindergarten room in ensuing years.&lt;br&gt;&lt;br&gt;<strong>2014</strong>&lt;br&gt;- Develop third Kindergarten room.&lt;br&gt;- Develop Cleaners’ store in the Top Block.&lt;br&gt;- Develop Middle Playground area.&lt;br&gt;- Make improvements to Leslie St entrance.&lt;br&gt;- Develop plan for increased shade and play equipment based on projected numbers in ensuing years.&lt;br&gt;- Install directional signs on school grounds.&lt;br&gt;- Complete a three year projection for the enrolment at the school.&lt;br&gt;- Plant out the bank area of the top oval.&lt;br&gt;&lt;br&gt;<strong>2015</strong>&lt;br&gt;- Complete Stage 2 of Middle Block redevelopment.&lt;br&gt;- Complete landscaping requirements near Top Block classrooms.&lt;br&gt;- Landscape asphalt and concrete areas around the school.&lt;br&gt;- Install new play equipment.&lt;br&gt;&lt;br&gt;<strong>2016</strong>&lt;br&gt;- Complete Stage 3 of Middle Block redevelopment.&lt;br&gt;- Plant trees for shade around the school.</td>
<td>• All building projects will be completed by 2016.&lt;br&gt;• All landscaping projects will be completed by 2016.&lt;br&gt;• Sufficient outdoor play equipment and shading is installed in the playground.&lt;br&gt;• All parents and visitors to the school find access to school buildings easy as result of the new internal signing around the school.&lt;br&gt;• Appropriate school actions/decisions will be made following the three year enrolment projection in 2014.</td>
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<td>2. To complete the Master School Landscaping Plan.</td>
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<td>3. To develop and implement a plan for outdoor play and shade equipment.</td>
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<td>4. To install internal directional signing in the school grounds.</td>
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<td>5. To monitor and actively respond to school enrolment trends.</td>
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## 2013-2016: Technology Plan

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| 1. To provide IT hardware to meet the operational, staffing and student needs. | **2013** – 3 new Smartboard for the ICT lab, 2W and ECE Block  
**2014** - Replace old computers  
**2015** - Replace old computers  
**2016** – Replace old computers | Hardware is in place for staff and student use.  
The level of achievement by Grade 6 students with the I.T. Checklist increases significantly. |
| 2. To increase learning outcomes for all students in IT. | **2013** – Develop IT lab by Term 2  
- Conduct IT classes for senior classes  
- Train new Techies group | |
| 3. To provide professional learning for all staff as required. | Staff to monitor and update their IT professional learning needs.  
Regular professional learning staff meeting sessions will be held.  
Publish regular newsletter articles and address parent concerns or required information. | • The level of IT expertise of staff will increase.  
• All teaching staff will be able to use a Smartboard by 2016.  
• A regular newsletter article will be published in the newsletter. |
| 4. To communicate to parents about IT use, ideas and safety. | | |