

School Strategic Plan for

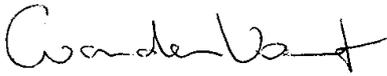
Narre Warren North Primary School

1901

2015 - 2018



Endorsements

<p>Endorsement by School Principal</p>	 Name Connie vanderVoort Date 12/11/14
<p>Endorsement by School Council</p>	 Name: Paul Wright Date 12/11/14 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
<p>Endorsement by the delegate of the Secretary</p>	Signed..... Name..... Date.....
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

<p>Purpose</p>	<p>At Narre Warren North Primary School we believe that all children have the ability to learn. By providing an environment that is stimulating, safe, happy and positive, we foster the learning potential of our children. We will develop a high standard of literacy and numeracy, by encouraging inquiring minds and effective communication skills. Our students will be encouraged and challenged to fulfil their academic potential, develop self-discipline, self-esteem and become independent learners.</p> <p>Our school’s vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.</p> <p>At Narre Warren North PS we enact this vision by giving our students a grounding in the ‘4 Pillars of Learning’ needed to be successful in life:</p> <p>Learning to Know - being literate and numerate and being able to expand knowledge to understand the world and act effectively in that world.</p> <p>Learning to Do/Apply - being able to use ICT effectively and to build knowledge of digital literacies, being able to put into practice the necessary skills learned in all curriculum areas to everyday life and developing qualities such as communication, teambuilding and problem solving skills.</p> <p>Learning to Live Together - celebrating and valuing diversity; showing mutual respect, empathy and concern for others and the world we live in through the development of social skills and restorative practices.</p> <p>Learning to Be - living the important values in life including our school values to assist students in having the personal resources and intellectual tools needed to understand the world and behave as fair-minded, responsible human beings.</p>
<p>Values</p>	<p>The Narre Warren North Primary School community values respect, honesty, responsibility, resilience, enthusiasm, acceptance and co-operation.</p>
<p>Environmental Context</p>	<p>Narre Warren North Primary School is located in the City of Casey, 35km south-east of Melbourne. From its foundation in 1877, Narre Warren North Primary School has enjoyed a strong sense of community spirit as evidenced by second, third and fourth generation families attending the school.</p> <p>The school has an enrolment of 320 students. The student population is culturally and linguistically homogenous, with a low proportion of English as an Additional Language (EAL). The Student Family Occupation (SFO) Index is 0.4567. The SFO is a broad indicator of the socio –economic status the school. The overall socio-economic profile is in the medium-high category.</p>

The school is set in attractive grounds away from main roads. Buildings include 7 permanent classrooms, an open learning centre (built under the Federal Government's Building the Education Revolution), 4 portable classrooms, Library, Computer Laboratory, Art Room, Performing Arts Room and a Multi Purpose Room. The school currently has 13 grades in operation.

Narre Warren North Primary School believes that students are at the core of its ethos and culture. The current school vision is enacted through a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all students to reach their full potential.

To support and enhance the curriculum, the school offers a variety of programs and opportunities to develop and showcase individual student interests and talents, including Family Life, Life Education, Perceptual Motor Program, Kinder-Prep and Year 6 to 7 transition programs, Sport, Camps, Swimming, Interschool Sport, Production, Talent Quest, Choir, recorder, guitar, excursions and in-school visits, Parent Education programs, buddies, Show Day and Clubs. The school caters for a range of students with special needs, and has a Literacy Support Program and Speech Therapy Assistants Program in place for students at risk. Further opportunities for students are provided through support and extension programs such as Thinking Outside the Box and Gateways.

A comprehensive eLearning program supports classroom programs. This includes Google Apps for Education.

Student Welfare is recognised as vital for productive learning and a comprehensive Social Skills Program is in place. A Chaplaincy program is in operation two days a week to support our school community and plays a key role in helping children cope with the challenges and stresses of life. Restorative Practices are currently being implemented. Positive reinforcement is a feature of the school and student achievement is regularly recognised and acknowledged. Student Leadership programs, including School Captains, House Captains and Junior School Council, are highly valued.

School Council, Parents and Friends Club and the broader school parent community are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. Many hours of volunteer work are contributed to fundraising.

Community involvement in the school is strongly encouraged and is an important component of the school. There is strong parental involvement in a variety of school programs, particularly in Literacy support, camps and sporting events. The school has approximately 100 parents with a Working with Children's Check who support school programs.

With elements of personalised learning evident, Narre Warren North PS will continue its journey in developing a 21st century pedagogy. This school strategic plan will focus on:

1. Student achievement relating to the improved rates of learning growth.
2. Improvement of teaching and learning programs and building teacher capacity towards effectively implementing 21st century pedagogy.
3. Increasing student voice across all areas of the school, particularly in their learning.

	<p>4. Adopting a whole school consistent approach to social and emotional learning; and</p> <p>5. Allocating resources effectively in order to implement aspects of the School Strategic Plan.</p>
<p>Service Standards</p>	<p>Narre Warren North Primary School serves students in the school community from Grade Prep to Grade 6. The school's aim is for all children to reach their full potential and take responsibility for their learning.</p> <p>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. Literacy and Numeracy are important focuses and the development of knowledge and skills through an Inquiry Learning approach is highly valued. Specialist programs are provided in Performing Arts, Visual Arts and Physical Education. The language taught is Indonesian. A range of other programs are implemented across the school to enhance the curriculum.</p> <p>All students receive instruction that is adapted to their individual needs.</p> <p>Student development is viewed as a shared responsibility between home and school. Close links are fostered with parents and the broader community through its commitment to open and regular communications.</p> <p>Student wellbeing is recognised as vital for productive learning. The school provides a safe and stimulating learning environment to ensure all students can achieve success.</p> <p>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Improve student rates of learning growth in English with a focus on Reading (2015-16) and Writing (2017-18).	An increase in the number of students recording 'high growth' in NAPLAN Reading and Writing. 80% of students meet or exceed a year's growth each year in AusVELS in Reading and Writing. .	Develop an agreed framework for effective teaching and learning in Reading and Writing at Narre Warren North Primary School based on a theory of practice. Ensure a whole school approach to the collection and analysis of data to inform teaching and learning. Build teaching capacity to use data to inform planning.(AIP)
Engagement	Increase student capacity as 21 st century learners to be more involved and engaged in their learning.	Student satisfaction as measured by the variables of 'Student Motivation', 'Stimulating Learning' and 'Learning Confidence' to demonstrate annual improvement in the Student Attitudes to School survey (SATS). School based parent and student survey demonstrates annual improvement. Parent satisfaction as measured by the variables of 'Stimulating Learning' and 'Learning Focus' to demonstrate annual improvement in the Parent Opinion Survey.	Build teacher capacity towards effectively implementing 21 st century pedagogy. Develop the capacity of teachers to communicate clear learning intentions and give explicit feedback against an agreed success criteria. Build teacher capacity in personalising student learning Investigate and implement models that incorporate the use of ICT for 21 st century learning Investigate opportunities to build communication with parents about student learning.
Wellbeing	Develop a whole school consistent approach to students' social and emotional learning.	Student satisfaction as measured by the variables of 'School Connectedness', and 'Student Morale' to demonstrate annual improvement in the Student Attitudes to School	Develop a common understanding and shared commitment to the implementation of wellbeing approaches that will make the greatest difference to students.

		<p>survey (SATS)</p> <p>Parent satisfaction as measured by the variables of 'School Connectedness' and 'Classroom Behaviour' to demonstrate annual improvement in the Parent Opinion Survey.</p> <p>School based student and parent survey demonstrates annual improvement.</p>	<p>☑ Improve the effectiveness and consistency of the current approaches to behaviour management.</p> <p>Embed Restorative Practices in the student wellbeing program. (AIP - 2)</p> <p>Review the values and vision of the school.(AIP - 1)</p> <p>Develop and implement a set of school-wide rules.(AIP -2)</p>
Productivity	<p>Allocate resources effectively to maximise student learning outcomes; increase student engagement in their learning; and develop a whole school consistent approach to student wellbeing.</p>	<p>Prep – 6 student achievement data demonstrates growth each year.</p> <p>The annual confirmed global budget shows that funding is allocated to the priority areas of the School Strategic Plan.</p> <p>Sentral has been implemented to track student achievement, engagement and wellbeing.</p> <p>Parent satisfaction as measured by the variables of 'General Satisfaction' to demonstrate annual improvement in the Parent Opinion Survey.</p>	<p>Resources allocated effectively to optimise the achievement, engagement and wellbeing of all students.</p> <p>Build the capacity of teachers in their instructional practice in order to improve student learning outcomes.</p>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone (what it looks like)	
ACHIEVEMENT: Improve student rates of learning growth in English with a focus on Reading (2015-16) and Writing (2017-18).			
Develop an agreed framework for effective teaching and learning in Reading and Writing at Narre Warren North Primary School based on a theory of practice.	Year 1	<p>Appoint a Literacy Coordinator to drive whole school improvement in Reading.</p> <p>Review the teaching of Reading programs used across the school.</p> <p>Identify best practice programs to improve student learning.</p> <p>Develop a consistent understanding of AusVELS terminology in Reading.</p> <p>Develop a shared understanding of what differentiation is and identify and establish appropriate teaching and learning strategies that foster differentiation.</p> <p>Develop intervention plans focusing on class, small group and individual needs.</p> <p>Professional learning for staff in The Big 6 and the 12 reading strategies of comprehension.</p> <p>Audit and cull resources - student books and teacher references. Catalogue Guided Readers.</p> <p>Implement the 7 Steps of Writing.</p>	<p>Literacy/Reading team established and meet regularly to achieve school goals based on the 2015 AIP.</p> <p>Audit of current practice.</p> <p>Development of Action Research teams to trial Reading programs.</p> <p>Teachers have a common understanding of the Australian Curriculum content in Reading.</p> <p>Individual and team planning show quality teaching and learning practices in line with AusVELS and catering for differentiation.</p> <p>Focus on professional discussions in team meetings on student learning.</p> <p>Planning demonstrates the explicit teaching of The Big 6 and the 12 reading strategies of comprehension across the school.</p> <p>Updated inventory of reading resources across school.</p> <p>7 Steps of Writing evident in program planning and student work.</p>
	Year 2	<p>Implementation of effective reading models using an agreed pedagogy in line with AusVELS.</p> <p>Develop non- negotiable around implementation of best practice in Reading.</p>	<p>An agreed framework for effective teaching and learning in Reading is adopted and implemented in all classrooms.</p>

		<p>Develop a continuum in reading approaches to ensure consistency across the school, e.g. Guided reading, Reciprocal Teaching, Literature Circles.</p> <p>Provide an individualised support program aligned with The Big 6 Principles with the aim of closing the gap. Explicit teaching of the 12 reading strategies.</p> <p>Implement the 7 Steps of Writing.</p> <p>Purchase resources to enhance the school's adopted Reading approach. Continue to catalogue Guided reading sets.</p>	<p>Reading planning reflects developed continuum. Planning documentation is aligned and reflects differentiation.</p> <p>Development of intervention programs for students based on The Big 6. Explicit teaching of reading strategies in all classrooms.</p> <p>7 Steps of Writing evident in program planning and student work.</p> <p>Updated inventory of reading resources across school.</p>
	Year 3	<p>Appoint a Literacy Coordinator to drive whole school improvement in Writing.</p> <p>Review the teaching of Writing programs used across the school. Review the effectiveness of the 7 Steps of Writing approach.</p> <p>Identify best practice programs to improve student learning.</p> <p>Develop an understanding of AusVELS terminology in Writing.</p> <p>Identify and establish appropriate teaching and learning strategies that foster differentiation.</p> <p>Develop a writing continuum to ensure consistency across the school, e.g. teaching of poetry.</p> <p>Continue moderation with established guidelines. Development of writing samples across the Levels F-8.</p>	<p>Literacy/Writing team established and meet regularly to achieve school goals based on the 2017 AIP.</p> <p>Audit of current practice.</p> <p>Development of Action Research teams to trial Writing programs.</p> <p>Teachers have a common understanding of the Australian Curriculum content in Writing.</p> <p>Individual and team planning show quality teaching and learning practices in line with AusVELS and catering for differentiation. Focus on professional discussions in team meetings on student learning, collegiate reflection and peer mentoring</p> <p>Writing planning reflect AusVELS and writing continuum.</p> <p>Scheduled moderation sessions.</p>

	Year 4	<p>Develop expectations around implementation of best practice to ensure consistency across school in Writing.</p> <p>Implement chosen effective writing model for day to day teaching.</p> <p>Purchase resources to enhance the Writing program.</p>	<p>An agreed framework for effective teaching and learning in Writing is adopted and implemented in all classrooms.</p> <p>Explicit teaching of Writing in all classrooms.</p> <p>All resources catalogued and evident in classroom programs.</p> <p>Student Achievement reading and writing data shows high growth.</p>
Ensure a whole school approach to the collection and analysis of data to inform teaching and learning.	Year 1	<p>Implement a data collection tool to have accurate information that is accessible and user friendly at all times.</p> <p>Investigate and identify appropriate reading assessment for each area of the school.</p> <p>Set aside time for data analysis, moderation and planning for future teaching in Reading.</p> <p>Strengthen and embed the capacity of teams to use multiple sources of assessment data to plan for curriculum differentiation.</p>	<p>Implementation of Sentral.</p> <p>Review of a range of assessment tools across the school</p> <p>Meeting minutes reflect professional discussions in terms of assessment as, of and for learning.</p> <p>Teachers build knowledge and capacity in teaching Reading using assessment to inform planning and cater for individual students.</p> <p>Teacher performance plans demonstrate use of data for improved student learning.</p>
	Year 2	<p>Review and update the current assessment schedule for Reading.</p> <p>Develop consistent use of data across the whole school where possible to compare data.</p>	<p>Updated assessment schedule. All teachers following the school assessment schedule, implementing a range of quality assessment to drive teaching.</p> <p>Development of a whole school plan/continuum in the use of reading data across the Levels.</p>
	Year 3	<p>Continue with moderation in writing to develop consistency.</p> <p>Moderate and collect writing work samples across levels.</p> <p>Set aside time for data analysis and planning for future teaching in Writing.</p>	<p>Regular moderation sessions held in teams and across teams.</p> <p>Collation of work samples for writing against AUsVELS levels to maintain consistency.</p> <p>Regular ongoing professional discussions scheduled in meeting minutes and planning documentation.</p>

		<p>Development of Writing rubric audited against AusVELS.</p> <p>Strengthen and embed capacity of teams to use assessment data from a variety of sources to plan for curriculum differentiation.</p>	<p>Updated Writing rubric for moderation purposes.</p> <p>Use of multiple sources of data to inform teaching and learning and cater for individual students.</p> <p>Teacher performance plans demonstrate use of data for improved student learning.</p>
	Year 4	Review assessment schedule for writing	<p>Updated assessment schedule.</p> <p>All teachers following the school assessment schedule, implementing a range of quality assessment to drive teaching.</p>
ENGAGEMENT: Increase student capacity as 21 st century learners to be more involved and engaged in their learning.			
Build teacher capacity towards effectively implementing 21 st century pedagogy.	Year 1	<p>Provision of professional learning on 21st century learning to develop a shared understanding.</p> <p>Audit current practice against frameworks for 21st century pedagogy and learning.</p> <p>Professional learning in the purpose of rubrics – engagement versus assessment – and how to develop rubrics with students.</p> <p>Continue and refine implementation of the Inter@ct program. Identify opportunities for student voice and ownership within Inter@ct.</p>	<p>Shared understanding of what 21st century learning looks like.</p> <p>Current practices audited against a chosen pedagogical learning Framework.</p> <p>Development of consistent use of rubrics. Development of rubrics with students.</p> <p>Opportunities identified to give students ‘voice’ in their learning through Inter@ct.</p>
	Year 2	<p>Implement aspects of pedagogical model.</p> <p>Professional development for staff on pedagogical model for our school.</p>	<p>Pedagogical model adopted and implemented.</p> <p>Implementation of strategies in chosen model.</p>
	Year 3	Implementation of pedagogical model and 21 st learning	Pedagogical model implemented.

		strategies.	
	Year 4	Continue implementation of chosen pedagogical model and 21 st century learning strategies and review of process.	Pedagogical model reviewed.
Develop the capacity of teachers to communicate clear learning intentions and give explicit feedback against an agreed success criteria.	Year 1	Build leadership capacity in giving and receiving feedback using coaching skills.	Participation in leadership professional learning. Use of critical friends in leadership development.
	Year 2	Identify what effective and clear learning intentions look like, linking these to teaching and learning activities, teacher questioning, explicit feedback and self assessment. Build leader capacity in giving and teacher capacity in receiving feedback from leadership to improve practice.	Teachers being explicit in the feedback they give to students – oral and written. Clear learning intentions are communicated to students for each lesson. Students record the focus/learning intention of each lesson. Implementation of Leadership walkthroughs based on developed protocols.
	Year 3	Implement use of clear learning intentions and explicit feedback with students. Professional learning on how to develop effective ‘success criteria’. Implement organised and targeted teacher walkthroughs. Implement process of giving and receiving feedback with teachers and student to improve learning.	Clear learning intentions. Students receiving explicit feedback about learning from teachers. Development of effective success criteria. Success criteria implemented across the school. Implementation of teacher walkthroughs based on developed protocols. Giving and receiving feedback with students evident in planning.
	Year 4	Reflect on and evaluate process of giving and receiving explicit feedback and use of success criteria. Development of use of rubrics in Inter@ct and in specialist programs. Continue to implement walkthroughs.	Implementation of shared vision, rubrics, and explicit feedback strategies. Rubrics linked to Inter@ct developed. Continuation of leader and teacher walkthroughs based on developed protocols.
Build teacher capacity in personalising student learning.	Year 1	Develop a consistent understanding of what personalised learning is. Provide students with choice in how they complete tasks/projects/respond to tasks including the use of ICT.	Development of a common understanding of personalising learning. Students demonstrating their learning in a variety of ways. Increased negotiation of curriculum with students.

		Increase student voice across all areas of the school, in the classroom, as well as through lunchtime activities, surveys, club options, etc.	Increased student voice.
	Year 2	Increase the use of peer / self assessment and student reflection in teaching and learning. Increase negotiation of student learning.	Built teacher capacity in personalising learning for students. Increased negotiation of curriculum with students. Peer and self assessment and student reflection forms part of student learning.
	Year 3	Increase student voice into teaching and learning programs, including in Inter@ct.	Implementation of student voice into teaching and learning programs.
	Year 4	Evaluate and review personalised learning. Evaluate the extent to which student voice occurs in all areas of the school.	Evaluation of personalised learning in teaching and learning programs. Enhanced use of student voice.
Investigate and implement models that incorporate the use of ICT for 21 st century learning.	Year 1	Revisit and refine the e-Learning plan in collaboration with staff. Continue the development of Scope and Sequence in ICT. Extend the use of google products for collaborative projects. Provide targeted PD for teachers, e.g. google products, use of iPads, blogging. Develop and trial Cybersafety program from Prep – 6. Continue to develop Indonesian Sister School links using ICT.	Increased use of ICT evident in planning documents and student learning. Students using a variety of ICT equipment and programs to demonstrate their learning. Sharing of student learning with students and the school community. Increased confidence in use of ICT by teachers. Include ICT learning goals within staff PD Plans. Cybersafety program developed Prep – 6. Peer connections developed with Indonesian Sister School.
	Year 2	Implement and extend collaborative models that incorporate the use of ICT. Continue to develop Indonesian Sister School links and working with grades within the school and other schools collaboratively using ICT. Implement Cybersafety program from Prep – 6.	Extended use of ICT evident in planning documents and student learning. ICT related to AusVELS. Peer connections developed with other schools/within the school. Achievement of eSmart status.

		Implement a 1-1 chrome book program for Grades 4 -6 . Regular sharing of student work with home through use of ICT.	Access to ICT to be immediate. Regular sharing of student work with home to increase feedback and parent awareness.
	Year 3	Implement and refine collaborative models that incorporate the use of ICT into curriculum programs. Continue to strengthen use of ICT through 1-1 Chromebook program. Review Cybersafety program. Implement Scope and Sequence in ICT. Continue to provide staff with professional learning in ICT.	Collaborative models evident in planning documents and student learning. Access to ICT to be immediate. Updated cybersafety program. ICT Scope and Sequence developed and implemented. Increased confidence by teachers to implement collaborative learning approaches into the curriculum using ICT.
	Year 4	Evaluate collaborative models that incorporate the use of ICT into curriculum programs. Review and refine Scope and Sequence in ICT. Reflection on professional learning in ICT.	Collaborative models evident in planning documents and student learning. ICT Scope and Sequence reviewed. Increased confidence by teachers to implement collaborative learning approaches into the curriculum using ICT.
Investigate opportunities to build communication with parents about student learning.	Year 1	Develop a school wide process to communicate with families that ensure consistency, clarity and builds their understanding of how they can support students in their learning. Implement communication with parents via teachers' edumail account. Establish close links with the wider school community through the use of ICT, e.g.facebook, blogs, email, website.	School communication with the school community through various modes. Development of protocols in communications with the school community.
	Year 2	Increase communication with parents via teachers' edumail account.	Staff enacting school wide communication processes.

		Continue to establish close links with the wider school community through the use of ICT.	School communication occurs with the school community through various modes.
	Year 3	Implement the parent portal using Sentral. Further establish close links and evaluate effectiveness of communication with the wider community.	Positive feedback on building communication with parents about student learning.
	Year 4	Review and refine links with the wider school community.	Positive feedback on building communication with parents about student learning.
WELLBEING: Develop a whole school consistent approach to students' social and emotional learning.			
Develop a common understanding and shared commitment to the implementation of wellbeing approaches that will make the greatest difference to students.	Year 1	Review current wellbeing policies, programs and practices for recommendations for school improvement. Increase student voice in choosing lunchtime activities, clubs, etc. Implement programs involving safe use of social media, including Cyberbullying programs. Continue to work towards eSmart accreditation.	Review is completed and recommendations for improvement are made. Increased student voice in selection of extra curricula activities. Student participation in a variety of online programs. Increased cybersafety component incorporated in ICT and classroom programs.
	Year 2	Develop and implement a whole school policy and approach to student wellbeing. Gain feedback through forums, surveys, etc. Develop a consistent approach to cybersafety and bullying. Implement eSmart strategies. Professional learning on changes in demographics.	Whole school 'Engagement Guidelines' document updated. Implementation of consistent approach for cybersafety and bullying. Awareness of how changes in demographics affect student learning.
	Year 3	Refine, update and implement the student wellbeing programs. Evaluate eSmart components.	Consistency across the school in implementation of programs. Achieve eSmart status.
	Year 4	Continue to review, reflect and refine the implementation of wellbeing programs.	Updated documented whole school approach to student wellbeing.

			Improvement in the variables of 'School Connectedness', and 'Student Morale' in the Student Attitudes to School survey (SATS)
<p>Improve the effectiveness and consistency of the current approaches to behaviour management.</p> <p>Develop and implement a set of school-wide rules.</p> <p>Review the values and vision of the school.</p>	Year 1	<p>Review the Restorative Practices processes and procedures. Develop a consistent approach to use of strategies, including assertive discipline strategies. Professional learning on 'restorative chats'.</p> <p>Review and refine the social skills program, including the development of lessons.</p> <p>Unpack and implement the '5 Rules' with staff and students.</p> <p>Review the vision and school values in conjunction with the school community.</p>	<p>Consistent approach developed across the school, including Specialists, in the use of Restorative Practices. Developed common understanding of when and how to use 'restorative chats'/assertive discipline for behaviour.</p> <p>Documented Social Skills program in place.</p> <p>Staff consensus of behavioural expectations and behaviour management in the school. Developed set of consistent school wide rules.</p> <p>New vision and values are developed and communicated to the school community.</p>
	Year 2	<p>Implement Restorative Practices processes and procedures. Develop common language.</p> <p>Align the social skills to the set of school wide rules.</p>	<p>Documented Restorative Practices processes and procedures in place and use of common language.</p> <p>Development of a common approach to classroom management and behaviour management.</p>
	Year 3	<p>Refine Restorative Practices processes and procedures and develop process for 'community chats'.</p> <p>Refine the implementation of wellbeing programs.</p>	<p>Restorative Practices and social skills program in place.</p> <p>Whole school implementation is achieved.</p>
	Year 4	<p>Revisit Restorative Practices and social skills program components.</p> <p>Review wellbeing programs and update documentation.</p>	<p>Updated wellbeing program documentation.</p> <p>Embedded and updated documentation to include school rules, social skills, values and restorative practices.</p>
<p>PRODUCTIVITY: Allocate resources effectively in to maximise student learning outcomes; increase student engagement in their learning; and develop a whole school consistent approach to student wellbeing.</p>			
Resources allocated effectively to optimise the achievement,	Year 1	Review current practices for developing the annual school budget to ensure its effectively supporting student learning as outlined in the SSP.	Budget effectively supports student learning and priority areas.

<p>engagement and wellbeing of all students.</p> <p>Build the capacity of teachers in their instructional practice in order to improve student learning outcomes.</p>		<p>Provide funding to support the use/purchase of quality resources.</p> <p>Provide funding to support professional learning and leadership development.</p> <p>Restructure the teams to achieve identified goals.</p>	<p>Teachers and students have access to quality resources and equipment.</p> <p>Staff have identified growth in their instructional practice through the support of professional learning and/or leadership development.</p> <p>Actions implemented as identified by the School Improvement Team.</p>
	Year 2	<p>Provide funding to support the use/purchase of quality resources.</p> <p>Provide funding to support professional learning and leadership development.</p>	<p>Teachers and students have access to material/resources/staff to improve learning.</p> <p>All staff have identified growth in their instructional practice through the support of professional learning and/or leadership development.</p>
	Year 3	<p>Review current practices for developing the annual school budget to ensure its effectively supporting student learning as outlined in the School Strategic Plan.</p> <p>Provide funding to support the use/purchase of quality resources.</p> <p>Provide funding to support professional learning and leadership development.</p>	<p>Budget effectively supports student learning and priority areas.</p> <p>Teachers and students have access to quality equipment and resources to improve learning.</p> <p>Staff have identified growth in their instructional practice through the support of professional learning and/or leadership development.</p>
	Year 4	<p>Provide funding to support the use/purchase of quality resources.</p> <p>Provide funding to support professional learning and leadership development.</p>	<p>Staff have identified growth in their instructional practice through the support of professional learning and/or leadership development.</p> <p>All targets in the School Strategic Plan met.</p>