School Strategic Plan for Toolamba PS

1455

2016-2019

## 

|  |  |
| --- | --- |
| Endorsement by School Principal | Signed  Name Heather Kennedy  Date 15/3/2016 |
| Endorsement by School Council | Signed  Name Fiona Boyer  Date 15/3/2016  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |

## **School Profile**

|  |  |
| --- | --- |
| **Purpose** | To promote a vibrant, caring learning community that enhances personal growth and wellbeing for all students. A community that is dedicated to catering for the individual needs of all children and to providing an education which will encourage them to **strive for excellence.**  One which values home school partnerships based on mutual respect. |
| **Values** | The school’s purpose statement encapsulates the values and beliefs that underpin the operations of Toolamba PS – ***In our school we value our community, our history and our shared vision for the future. We foster a respectful, caring and responsive environment so that children can learn, grow, contribute and have fun.*** The values that underpin this philosophy are **respect**, **trust** and **excellence**. , |
| **Environmental Context** | Toolamba Primary School is located 17 kilometres south of Shepparton, with its 135 pupils residing in the Toolamba township or outlying country areas which are serviced by two buses. The school’s Student Family Occupation index is .34. The school strives to meet the individual needs of all of its students, catering for those who require special assistance as well as fostering talents and interests in all. The school has the equivalent of 5.8 full-time staff; one Principal Class including one Leading Teacher and 0.8 Education Support Staff.  The new school, located in a bush setting, is of a contemporary design with a strong emphasis on flexible learning spaces. It consists of six classrooms opening onto a central learning space, administration block, library, art room and multi-purpose room. Outside School Hours Care operates out of this space. The school has extensive grounds with play areas to cater for a range of play options for students, including football oval, soccer ground, cricket pitch, vegetable garden, sand pit and two playground equipment areas and shaded sitting and play areas. A Pre-school centre adjoins the school and supports a positive transition in the Early Years. Adjacent to the school are community amenities which further enhance the learning spaces available for our students. These consist of a community hall, tennis courts and sporting oval.  Toolamba Primary School offers a comprehensive curriculum. Numeracy and Literacy are a priority with coordinators appointed to lead these areas. Individual Learning Plans are developed for all students with a focus on precise and personalised learning. A computer ratio of 1:1 ensures that information and communication technology is embedded across the school. Interactive whiteboards are utilized in all learning spaces and a bank of iPads further enhances the technology program offered at the school.  The school is committed to providing a safe, supportive and stimulating learning environment where teachers have high expectations for student learning. To ensure programs are consistent, staff plan in year level teams, providing differentiated learning through fluid ability grouping in reading, writing and numeracy. Timetabling, meeting structures and relevant professional development support staff in their use of whole school planning documents, lesson structures and assessment schedules. Systems, resources, structures and leadership have been aligned to ensure a streamlined and accountable approach to teaching and learning at Toolamba Primary School.  Specialist Teachers for Art, Physical Education, Music, Language (other than English), and the ‘You Can Do It’ Program (Personal learning and Interpersonal Development) allow the school to cater for a wide range of student needs and interests. Students also have the opportunity to participate in a wide variety of sporting events, leadership opportunities, excursions and camping programs. Parent participation is actively encouraged through School Council, Parents and Friends' Club, and a diverse range of extra-curricular activities. |
| **Service Standards** | **General**   * The school fosters close links with parents and the broader school community through its commitment to open and regular communications. * The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. * The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. * The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. * All students will receive instruction that is adapted to their individual needs.   **Specific**   * The school will respond to all communication by parents and caregivers within 2 working days. * Parents will be engaged regularly when their child does not behave in a socially acceptable manner. * Students will play an active part in the development and review of the school’s behaviour policies. * All teachers will provide timely and targeted feedback to students on their work. |

|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Achievement** | | **Key improvement strategies** |
| **Goals** | To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 | Develop a culture of high expectations for all by building excellence in teaching and learning. |
| **Targets** | 1. Naplan data shows that there is a decrease in the area of low growth and an increase in the area of high growth.  |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Low** | **Medium** | **High** | | Numeracy 2015 | 15.38 | 69.23 | 15.38 | | 2019 | <25 | 50 | 25 | | Reading 2015 | 23.08 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Writing 2015 | 8.33 | 75 | 16.67 | | 2019 | <25 | 50 | 25 | | Spelling 2015 | 38.8 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 | | Grammar & Punctuation2015 | 38.46 | 46.15 | 15.38 | | 2019 | <25 | 50 | 25 |  1. Naplan data shows and increase/maintain in the % in the top three bands  |  |  |  |  | | --- | --- | --- | --- | | Domain | Year | 2015 | 2019 | | Reading | 3 | 91.1 | >90% | | Writing | 3 | 94% | >90% | | Spelling | 3 | 84.9% | >85% | | Grammar | 3 | 90.9% | >90% | | Numeracy | 3 | 87.9% | >85% | |  |  |  |  | | Reading | 5 | 53.3% | >65% | | Writing | 5 | 53% | >65% | | Spelling | 5 | 66.7% | >70% | | Grammar | 5 | 60% | >65% | | Numeracy | 5 | 60% | >65% |  1. Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2.  |  |  |  |  | | --- | --- | --- | --- | | **Foundation to 1** | **Reading** | **Writing** | **Number** | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | .1.2 | .1.3 | | Grade 1to 2 | Reading | Writing | Number | | 2015 | 1.23 | 1.06 | 1.27 | | 2019 | >1.25 | >1.2 | >1.3 | | Grade 2 to 3 | Reading | Writing | Number | | 2015 | 1.13 | 1.05 | 1.22 | | 2019 | >1.2 | >1.15 | >1.3 | | Grade 3 to 4 | Reading | Writing | Number | | 2015 | .94 | .89 | .72 | | 2019 | >1.1 | >1.1 | >1 | | Grade 4-5 | Reading | Writing | Number | | 2015 | 1.1 | 1.27 | 1.1 | | 2019 | >1.2 | >1.3 | .1.2 | | Grade 5 to 6 | Reading | Writing | Number | | 2015 | 1.18 | .93 | .93 | | 2019 | 1.2 | >1 | >1 |  1. Staff opinion Survey shows a positive trend in the area of Professional learning.  |  |  |  | | --- | --- | --- | |  | **2015** | **2019** | | School Level Support | 77.02 | >80 | | Renewal of Knowledge and Skills | 84.36 | >85 | | Application of Professional learning | 83.32 | >85 | | Collective Participation | 80.69 | >85 | | Active Participation | 76.13 | >80 | | Coherence | 82.02 | >85 | | Feedback | 73.15 | >80 | |
| **Theory of action (optional)** | By building teacher capacity, through professional learning along with effective planning, having high expectations and responding to student performance data will ensure value added learning for every student. |
|  | **Actions** | **Success criteria** |
| **Year 1** | * Continue to implement the agreed whole school instructional model for the teaching of literacy and numeracy. * Develop a pedagogical vision based around theories of action to be incorporated into classroom practice and planning and form the basis of classroom observations. * Develop a shared understanding of what best practice looks like. * Providing clear and structured feedback based on classroom observations- Peer Observation * Build and document a shared understanding of what effective feedback - student, teacher and peer – looks like at Toolamba PS. * Develop a consistent approach to weekly/daily planning documents showing differentiated tasks. * Providing clear learning pathways for students to encourage greater risk taking in their learning. * Review and refine the Whole School Assessment Schedule to ensure both quantitative and qualitative data is collected. * Build leadership and teacher capacity around literacy and Numeracy. | * Teacher planning documents would reflect this –learning focus, differentiation, success criteria, fluid grouping. * Documentation of what best practice looks like at Toolamba- theory of action unpacked and documented. * Peer Observation Booklet notes. Peer Observation timetable. Data collected during observations is analysed during PLTs to promote effective and consistent practice * Visit to other school scheduled * Document outlining what effective feedback looks like. * Rubrics developed to show clear learning pathways. * Staff use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum. |
| **Year 2** | * Review the agreed whole school instructional model for the teaching of literacy and numeracy. * Revise the pedagogical vision based around theories of action to be incorporated into classroom practice and planning and form the basis of classroom observations. * Further refine the shared understanding of what best practice looks like. * Continue to provide clear and structured feedback based on classroom observations- Peer Observation * Further refine a consistent approach to weekly/daily planning documents showing differentiated tasks. * Build on the documentation of clear learning pathways for students to encourage greater risk taking in their learning. * Review and refine the Whole School Assessment Schedule to ensure both quantitative and qualitative data is collected. * Build leadership and teacher capacity around literacy and Numeracy. | * Teacher planning documents would reflect this –learning focus, differentiation, success criteria, fluid grouping. * Documentation of what best practice looks like at Toolamba- theory of action unpacked and documented. * Peer Observation Booklet notes. Peer Observation timetable. Data collected during observations is analysed during PLTs to promote effective and consistent practice * Visit to other school scheduled * Document outlining what effective feedback looks like. * Rubrics developed to show clear learning pathways. * Staff use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum. |
| **Year 3** | * Review the agreed whole school instructional model for the teaching of literacy and numeracy. * Revise the pedagogical vision based around theories of action to be incorporated into classroom practice and planning and form the basis of classroom observations. * Further refine the shared understanding of what best practice looks like. * Continue to provide clear and structured feedback based on classroom observations- Peer Observation * Further refine a consistent approach to weekly/daily planning documents showing differentiated tasks. * Build on the documentation of clear learning pathways for students to encourage greater risk taking in their learning. * Review and refine the Whole School Assessment Schedule to ensure both quantitative and qualitative data is collected. * Build leadership and teacher capacity around literacy and Numeracy. | * Teacher planning documents would reflect this –learning focus, differentiation, success criteria, fluid grouping. * Documentation of what best practice looks like at Toolamba- theory of action unpacked and documented. * Peer Observation Booklet notes. Peer Observation timetable. Data collected during observations is analysed during PLTs to promote effective and consistent practice * Visit to other school scheduled * Document outlining what effective feedback looks like. * Rubrics developed to show clear learning pathways. * Staff use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum |
| **Year 4** | * Review the agreed whole school instructional model for the teaching of literacy and numeracy. * Revise the pedagogical vision based around theories of action to be incorporated into classroom practice and planning and form the basis of classroom observations. * Further refine the shared understanding of what best practice looks like. * Continue to provide clear and structured feedback based on classroom observations- Peer Observation * Further refine a consistent approach to weekly/daily planning documents showing differentiated tasks. * Build on the documentation of clear learning pathways for students to encourage greater risk taking in their learning. * Review and refine the Whole School Assessment Schedule to ensure both quantitative and qualitative data is collected. * Build leadership and teacher capacity around literacy and Numeracy. | * Teacher planning documents would reflect this –learning focus, differentiation, success criteria, fluid grouping. * Documentation of what best practice looks like at Toolamba- theory of action unpacked and documented. * Peer Observation Booklet notes. Peer Observation timetable. Data collected during observations is analysed during PLTs to promote effective and consistent practice * Visit to other school scheduled * Document outlining what effective feedback looks like. * Rubrics developed to show clear learning pathways. * Staff use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy and Numeracy curriculum |

|  |  |  |
| --- | --- | --- |
| **Engagement** | | **Key improvement strategies** |
| **Goals**  . | **Improve student engagement with a particular focus on high quality instructional practice.** | * Review of curriculum so that it includes programs and activities that will further engage students in their learning. * Further promote opportunities for student to take ownership of their learning ownership of their learning. |
| **Targets** | An upward trend in all variables of student and parent opinion data each year in the areas of engagement.   1. **Attitudes to School Survey** to show an increase in School Connectedness, Stimulated Learning and Learning Confidence.  |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connectedness | 20.4 | >50 | | Stimulating. Learning | 62.1 | >65 | | Learn Conf. | 19.6 | >50 |  1. **Parent Opinion Survey** to show an increase in Connected to Peers, Student motivation, Social Skills and School Connectedness.  |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Connected to Peers | 60.8 | >67 | | Student Motivation | 25.6 | >50 | | Social Skills | 67.5 | >69 | | School Connectedness | 18 | >50 |  1. Average student absence days (F-6) to be reduced   .   |  |  |  | | --- | --- | --- | | **2014** | **2015** | **2019** | | 9.2 | 9.16 | <9 | |
| **Theory of action (optional)** | To build a rich, relevant, challenging and stimulating  learning environment that promotes consistently high levels  of student engagement to ensure that students feel connected to school. |
|  | **Actions** | **Success criteria** |
| **Year 1** | * Review and audit the schools line of sight curriculum planning against the new Victorian Curriculum. * Develop a strong focus on the Science curriculum. * Investigate incorporating learning activities into Community Programs. * Investigate a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. * Develop a classroom environment that supports independent learning. * Develop artefacts and structures in learning tasks to allow students to have a voice in their learning. * Investigate professional learning around student voice in learning. * Increase the opportunities for students to embed the use of IT in their learning and to develop their capacity in this area | * Programs are adjusted for identified curriculum gaps as well as areas of constructive overlap and inefficient duplication. * Integrated planning documents demonstrate a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. There is evidence of a strong Science component. * Documentation shows that the resources available in the school environment and broader school community are utilized to further engage students in authentic learning experiences. * Planning documents demonstrate that students are provided with opportunities for peer feedback and self-assessment. * Planning documents and classroom observations demonstrate the use of technology to engage students in the learning process. * Scope and sequence developed around It capabilities across the school. |
| **Year 2** | * Continue to audit the schools line of sight curriculum planning against the new Victorian Curriculum. * Continue a strong focus on the Science curriculum. * Continue to incorporate learning activities into Community Programs. * Further develop a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. * Continue to develop a classroom environment that supports independent learning. * Continue to develop and refine artefacts and structures in learning tasks to allow students to have a voice in their learning. * Continue to investigate professional learning around student voice in learning. * Continue to increase the opportunities for students to embed the use of IT in their learning and to develop their capacity in this area | * Programs are adjusted for identified curriculum gaps as well as areas of constructive overlap and inefficient duplication. * Integrated planning documents demonstrate a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. There is evidence of a strong Science component. * Documentation shows that the resources available in the school environment and broader school community are utilized to further engage students in authentic learning experiences. * Planning documents demonstrate that students are provided with opportunities for peer feedback and self-assessment. * Planning documents and classroom observations demonstrate the use of technology to engage students in the learning process. * Scope and sequence developed around It capabilities across the school. |
| **Year 3** | * Continue to audit the schools line of sight curriculum planning against the new Victorian Curriculum. * Continue a strong focus on the Science curriculum. * Continue to incorporate learning activities into Community Programs. * Further develop a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. * Continue to develop a classroom environment that supports independent learning. * Continue to develop and refine artefacts and structures in learning tasks to allow students to have a voice in their learning. * Continue to investigate professional learning around student voice in learning. * Continue to increase the opportunities for students to embed the use of IT in their learning and to develop their capacity in this area | * Programs are adjusted for identified curriculum gaps as well as areas of constructive overlap and inefficient duplication. * Integrated planning documents demonstrate a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. There is evidence of a strong Science component. * Documentation shows that the resources available in the school environment and broader school community are utilized to further engage students in authentic learning experiences. * Planning documents demonstrate that students are provided with opportunities for peer feedback and self-assessment. * Planning documents and classroom observations demonstrate the use of technology to engage students in the learning process. * Scope and sequence developed around It capabilities across the school. |
| **Year 4** | * Continue to audit the schools line of sight curriculum planning against the new Victorian Curriculum. * Continue a strong focus on the Science curriculum. * Continue to incorporate learning activities into Community Programs. * Further develop a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. * Continue to develop a classroom environment that supports independent learning. * Continue to develop and refine artefacts and structures in learning tasks to allow students to have a voice in their learning. * Continue to investigate professional learning around student voice in learning. * Continue to increase the opportunities for students to embed the use of IT in their learning and to develop their capacity in this area | * Programs are adjusted for identified curriculum gaps as well as areas of constructive overlap and inefficient duplication. * Integrated planning documents demonstrate a whole school instructional model for inquiry learning that incorporates higher order thinking in the design, delivery and assessment of open ended tasks. There is evidence of a strong Science component. * Documentation shows that the resources available in the school environment and broader school community are utilized to further engage students in authentic learning experiences. * Planning documents demonstrate that students are provided with opportunities for peer feedback and self-assessment. * Planning documents and classroom observations demonstrate the use of technology to engage students in the learning process. * Scope and sequence developed around It capabilities across the school. |

|  |  |  |
| --- | --- | --- |
| **Wellbeing** | | **Key improvement strategies** |
| **Goals** | To continue the development of the cognitive, behavioral and emotional wellbeing of all students so they participate positively in all elements of school life and beyond. | * Investigate and implement a whole school approach to promoting wellbeing and positive behaviour that is related to the school’s newly developed values. |
| **Targets** | Attitudes to School Survey to show an increase in Student Safety, Student Morale, Classroom Behaviour and Student Distress.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Safety | 4.43 | >4.5 | | Morale | 5.21 | >6.4 | | Behaviour | 3.25 | >4.0 | | Distress | 5.83 | >6.5 |   2. Administer Whole school Survey to measures student safety, connectedness to peers and student morale and will benchmark in 2016 with the intention of improving the survey outcomes in 2019.  3. Parent Opinion Survey to show an increase in Response Rate, Parent Input, Behaviour Management, Student Safety and Approachability.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Response | 60% | >75% | | Input | 5.90 | >6.0 | | Behaviour Management | 4.69 | >6.0 | | Safety | 5.63 | >6.0 | | Approachability | 6.14 | >6.3 | |
| **Theory of action (optional)**  . | If a whole school approach to wellbeing is implemented consistent high expectations then student wellbeing will be enhanced. |
|  | **Actions** | **Success criteria** |
| **Year 1** | * Evaluate the current wellbeing related programs operating in the school. Investigate possible alternative frameworks for promoting wellbeing and positive behaviour. E.g. School Wide Positive Behaviours. * Promote the explicit teaching of positive behaviour in every classroom. * Monitor effectiveness through metrics such as Student Morale, Learning Confidence, Classroom Behaviour, and Connectedness to Peers (Attitudes to School Survey). * Partnering with the Pre-school in developing and implementing behaviour management frameworks * Build teacher capacity in the implementation of the program. * Promote wellbeing program in the school community. * Build teacher capacity is the area of catering for students with special needs. | * Documentation of schools agreed whole school approach to student wellbeing. * Planning documents demonstrate explicit teaching of positive behaviour. * Attitudes to school survey show a positive trend. * Document showing the agreed behaviour management framework for Pre-school and school. * Teacher participation in Pl Sessions around wellbeing programs-use of online resources and Mentor School. * Attend professional learning sessions round catering for individual needs. E.g. Autism * Articles in newsletter, website. |
| Year 2 | * Promote the explicit teaching of positive behaviour in every classroom. * Monitor effectiveness through metrics such as Student Morale, Learning Confidence, Classroom Behaviour, and Connectedness to Peers (Attitudes to School Survey). * Continue to Partner with the Pre-school in developing and implementing behaviour management frameworks * Continue to build teacher capacity in the implementation of agreed school wide the program. * Promote wellbeing program in the school community. * Continue to build teacher capacity is the area of catering for students with special needs. | * Documentation of schools agreed whole school approach to student wellbeing. * Planning documents demonstrate explicit teaching of positive behaviour. * Attitudes to school survey show a positive trend. * Document showing the agreed behaviour management framework for Pre-school and school. * Teacher participation in Pl Sessions around wellbeing programs-use of online resources and Mentor School. * Attend professional learning sessions round catering for individual needs. E.g. Autism * Articles in newsletter, website. |
| **Year 3** | * Review whole school program * Monitor partnership with the pre-school * Continue to promote wellbeing in the community | * Planning documents demonstrate explicit teaching of positive behaviour. * Attitudes to school survey show a positive trend. * Document showing the agreed behaviour management framework for Pre-school and school. * Teacher participation in Pl Sessions around wellbeing programs-use of online resources and Mentor School. |
| **Year 4** | * Review whole school program * Monitor partnership with the pre-school * Continue to promote wellbeing in the community | * Planning documents demonstrate explicit teaching of positive behaviour. * Attitudes to school survey show a positive trend. * Document showing the agreed behaviour management framework for Pre-school and school. * Teacher participation in Pl Sessions around wellbeing programs-use of online resources and Mentor School. |

|  |  |  |
| --- | --- | --- |
| **Productivity** | | **Key improvement strategies** |
| **Goals**  . | To implement the goals of achievement wellbeing and engagement. | * To align the allocation of resources (human, financial, time, space and materials) to maximize student achievement, engagement and wellbeing |
| **Targets** | Increase Staff Opinion Survey endorsement results.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Teacher Collaboration | 93.78% | >95% | | Collective Focus Student learning | 95% | >95% | | Parent Involvement | 95.33% | >96% | | Viable Curriculum | 91.67% | >94% |   2. Increase Parent Opinion Survey results.   |  |  |  | | --- | --- | --- | |  | 2015 | 2019 | | Morale | 6.42 | >6.6 | | Satisfaction | 6.33 | >6.5 | | Improvement | 6.10 | >6.25 | | Reporting | 6.04 | >6.25 | |
| **Theory of action (optional)** | Successful productivity outcomes exist when a school uses  its resources - people, funding, facilities, community expertise and professional learning to the best possible effect with the best possible combination, to support improved student outcomes and in the achievement of goals and targets. |
|  | **Actions** | **Success criteria** |
| **Year 1** | * Analyse the 2016 – 2019 Strategic Plan for resource requirements and professional learning needs. * Develop a professional learning program that relates to new initiatives and strategic intentions (such a possible new approach to the teaching of Science, Integrated Studies, inquiry, and positive behaviours). * Evaluate the effectiveness of the professional learning program over the planning period. * Create opportunities for staff to explore and investigate enrichment programs for students at all levels * Build teacher capacity to improve student learning outcomes through professional learning utilizing internal and external expertise with a focus on shared learning, mentoring, modelling, coaching, peer observation and feedback * ICT hardware supporting school initiatives that promote deep learning | * A Digital Technologies Resourcing Plan to be documented. * Improved level of Digital Technologies infrastructure across the school. * Staff Workforce Plan to be documented and updated. * Staff Performance Development Reviews completed and signed off. * Mentoring and support is provided to staff both within and out of classrooms for planning, teacher development and student support |
| **Year 2** | * Ensure that the allocations of resources (human, financial, time, space and materials) are designed to have a positive impact on student learning outcomes. * Align confirmed budgets to the Achievement, Wellbeing and Engagement improvement strategies and actions. * Structure the Staff Workforce Plan to enable a higher level of student support and extension for all students in the school. * Maintain and improve further the Staff Professional * Development Plans. Use these to directly drive new Strategic Plan Goals. | * Improved student learning outcomes as reflected in percentage of children achieving above expected levels in the Victorian Curriculum, teacher judgements. * Documented School Global Budgets indicating funds allocated according to school priorities. * Staff Workforce Plan to be updated. * Staff PD Reviews completed and signed off. |
| **Year 3** | * Reflection and evaluation of progress * Actions to be determined in Term 4 2017 | * Achievement milestones to be determined. |
| **Year 4** | * Reflection and evaluation of progress | * Achievement milestones to be determined. |