

# School Strategic Plan for Overport Primary School 4780 2016 – 2019

## Endorsements

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| <p>Endorsement by<br/>School Principal</p>                  | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>   |
| <p>Endorsement by<br/>School Council</p>                    | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> |
| <p>Endorsement by the<br/>delegate of the<br/>Secretary</p> | <p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>   |



## School Profile

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| <p><b>Purpose</b></p>               | <p>To provide a dynamic learning environment that engages and challenges students to achieve their full potential in an atmosphere of mutual respect and cooperation towards society and the environment.</p>   |
| <p><b>Values</b></p>                | <p>The school's motto of "Success For All" is embedded in all areas of the curriculum and school goals.</p> <p>Our values are:</p> <ul style="list-style-type: none"> <li>• <b>Commitment</b></li> <li>• <b>Acceptance</b></li> <li>• <b>Respect</b></li> <li>• <b>Excellence</b></li> <li>• <b>Strength</b></li> </ul> <p>These values support our students to become good citizens within their community who display tolerance and respect for all.</p>  |
| <p><b>Environmental Context</b></p> | <p>Overport Primary School is nestled in a quiet attractive enclave on the urban fringe of Frankston City.</p> <p>The school enjoys a strong reputation within the local and wider community. This is demonstrated by the significant growth in enrolments - over the past three years the school has grown by 150 students with a current enrolment of 560 students. The school's mission statement, "Overport is an inclusive school community committed to providing engaging and challenging educational opportunities that support individuals to achieve their full potential", is underpinned by the strong core values of Commitment, Acceptance, Respect, Excellence and Strength.</p> <p>Our students are supported by a highly professional staff, comprising 2 EFT Principal Class officers, 3 Leading Teachers, 28.4 EFT teaching staff and 7.7 EFT education support staff. Classroom programs are designed to support individual needs and are enriched by a number of specialist and support programs which include Physical Education, Visual Arts, Performing Arts, Library, LOTE (Japanese) and Wellbeing and Literacy intervention (LEAP –Literacy Enrichment Assistance Program).</p> <p>A Pedagogical Master Plan acts as a Teaching and Learning framework which underpins all aspects of curriculum delivery at the school.</p> <p>The school has undertaken a major building program that has transformed the school. The open learning centres, Library, Visual Arts, Performing Arts and a computer laboratory are now bright and stimulating.</p> |

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|                                 | <p>Extra-curricular activities engage students in a range of learning opportunities and include an annual production held at the Frankston Art Centre, Wellbeing Weeks, Education Week, Footy Day, Literacy and Numeracy Week, House Athletics, Japanese Cultural Week, Book Week, RACV Energy Breakthrough Challenge and Christmas Concert, as well as a myriad of camps and excursions. Students are able to receive music tuition in the areas of woodwind and brass instruments, guitar and drums. All students have the opportunity to participate in intensive swimming programs from Year Prep to year 4 and a water safety program in year 5 and 6. During lunchtime the library, together with an indoor specific play area is open with staff during the first half of lunchtime. A student group called the “Planet Savers” assists teachers in the gardens around the school. Children have access to some sporting and music activities, and a trolley with play equipment is available in an outdoor area close to the staffroom.</p> <p>Parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, and numerous other activities. School Council and its sub-committees are highly active. Parents’ Club is responsible for fundraising and community social events, the Buildings and Grounds committee has developed a Landscape Master Plan that supports school programs and the aesthetic appearance of the grounds and is also highly active. The school vegetable garden which began in 2013 is used to educate students on the value of growing, harvesting and cooking their own produce. A biodiversity garden and Japanese garden are also part of the environment and is designed to provide aesthetic surroundings that are linked to student learning.</p> |
| <p><b>Service Standards</b></p> | <p><b>General</b></p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• Staff will actively encourage parents to engage in their children’s learning and be supportive of them; academically, emotionally and socially.</li> <li>• Student voice will be promoted and students will be encouraged to play an active part in the school through the SRC.</li> <li>• The school commits to the delivery of its vision and goals to ensure implementation of the school’s strategic plan.</li> </ul>  |

## Strategic Direction

|   | Goals   | Targets   | Key Improvement Strategies  |
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| <p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p> | <ul style="list-style-type: none"> <li>To maximise Student Achievement learning outcomes by providing Teaching and Learning programs that extend and support all students.</li> <li>To improve English and Mathematics and Science achievement levels.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the number of students that are achieving high growth from Year 3 to Year 5 in NAPLAN English and Numeracy by 20% over the life of the new Strategic Plan.</li> <li>All students, deemed capable, achieving at least 12 months growth annually, as evidenced by data from NAPLAN, AusVELS teacher judgment and diagnostic testing.</li> <li>Numeracy and Writing achievement levels to improve by at least 10% over the life of the School Strategic Plan, particularly in years 4 and 5. This target to be assessed by staff.</li> <li>Increase the number of students from Year 3-6 demonstrating growth in science achievement levels</li> </ul> | <p><b>Key improvement strategy 1:</b></p> <ul style="list-style-type: none"> <li>Build staff capacity through enhanced pedagogical practices, to improve the delivery of our curriculum.</li> </ul> <p><b>Key improvement strategy 2:</b></p> <ul style="list-style-type: none"> <li>Improve English, mathematics and science programming and planning, for a consistent approach across the whole school.</li> </ul> <p><b>Key improvement strategy 3:</b></p> <ul style="list-style-type: none"> <li>Enhance school accountability by establishing and implementing improved assessment and reporting systems and the use of data.</li> </ul> |

|  |  | over the life of the School Strategic Plan.  |   |
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| <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 engagement as they make critical transitions through school and beyond into further education and work.</p> | <ul style="list-style-type: none"> <li>To maximise levels of student motivation, involvement and connectedness with their learning throughout the school.</li> <li>To enhance all school transition programs for all students across the school; at all year levels and at all times throughout the year.</li> </ul> | <ul style="list-style-type: none"> <li>Improve parent opinion of School Transition programs based on DET surveys and school surveys.</li> <li>Improve Student Attitudes to School survey responses in the domains of Teaching and Learning and Student Relationships to beyond the 50<sup>th</sup> percentile annually.</li> <li>Track individual student attitudes to Teaching and Learning and Student Relationships through school-based survey, for annual improvement.</li> </ul> | <p><b>Key Improvement Strategy 1:</b></p> <ul style="list-style-type: none"> <li>Enhance student transitions Kindergarten to year 7:</li> </ul> <p><b>Key Improvement Strategy 2:</b></p> <ul style="list-style-type: none"> <li>Enhance Teaching and Learning practices across all curriculum areas, leading to improved student involvement.</li> </ul> |
| <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>   | <ul style="list-style-type: none"> <li>To provide an inclusive, safe, orderly and stimulating environment which supports a positive learning experience for all students.</li> </ul>   | <ul style="list-style-type: none"> <li>Improve Student attendance rates by at least one day (average school mean) per year over the period of the School Strategic Plan.</li> <li>Student Attitudes to School Survey data in year 5 and 6 to be above the 50<sup>th</sup> percentile in the domains of Student Distress and Student Morale annually for</li> </ul>   | <p><b>Key Improvement Strategy 1:</b></p> <ul style="list-style-type: none"> <li>Social and Emotional learning to be a key component of all school curriculum.</li> </ul> <p><b>Key Improvement Strategy 2:</b></p> <ul style="list-style-type: none"> <li>Build strong student, teacher, parent relationships.</li> </ul>                                |

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|   |   | <p>both Boys and Girls cohorts.</p> <ul style="list-style-type: none"> <li>• Parent Opinion Survey data of the school Student Wellbeing program to improve annually.</li> <li>• Improve individual student attitudes to Teaching and Learning and Student Relationships as identified through school-based survey, for annual improvement.</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> | <ul style="list-style-type: none"> <li>• To ensure that all resource provision is directed to improving student learning outcomes and achieving School Strategic Plan Goals and Targets.</li> </ul> | <ul style="list-style-type: none"> <li>• School budgets and reports to school council to demonstrate alignment with School Strategic Plan and direction.</li> <li>• Staff Opinion Survey satisfaction levels, to be above state means and improve annually.</li> <li>• Parent Opinion Survey data in the domain General Satisfaction to be above state means and improve annually.</li> </ul> | <p><b>Key Improvement Strategy 1:</b></p> <ul style="list-style-type: none"> <li>• Ensure provision of both financial and human resources to support program delivery.</li> </ul> |

## School Strategic Plan 2014- 2017: Indicative Planner

| Key Improvement Strategies  |        | Actions   | Achievement Milestone  |
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| <p><b>Achievement</b></p> <p><b>Key improvement strategy 1:</b></p> <ul style="list-style-type: none"> <li>Build staff capacity through enhanced pedagogical practices, to improve the delivery of our curriculum.</li> </ul> | Year 1 | <p>Develop a whole school scope and sequence in maths and English and begin to investigate a common template for curriculum and weekly planning documents.</p> <p>Begin a structured coaching program to support teacher development.</p> <p>Align professional development to target improvement in curriculum delivery.</p>   | <p>Teachers actively participating in the coaching program.</p> <p>PDP's to take place in teams, with teachers articulating and reflecting the school vision in this documentation.</p> <p>Consistent planners used across levels and saved in a common area. Planning documents reflect a common approach, with clear learning intentions.</p> <p>Whole school scope and sequence document.</p> <p>Staff attendance at targeted PD.</p> |
|   | Year 2 | <p>Elaborate on the whole school scope and sequence by incorporating other areas of the curriculum such as science, inquiry and specialist areas.</p> <p>Continue coaching program.</p> <p>Staff utilise the common templates for yearly, curriculum and weekly planning documents.</p> <p>Continue using targeted professional development.</p> <p>Review pedagogical master plan in line with school vision</p> | <p>Refined whole school scope and sequence document.</p> <p>Staff are able to articulate the impact of coaching program on their practice within PDP's.</p> <p>Staff are regularly involved in professional conversations that reflect an understanding of the pedagogical master plan.</p> <p>All planning documents are saved centrally.</p> <p>Staff attendance at targeted PD.</p>   |

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|   | Year 3 | <p>Refine coaching program to enable staff to self-reflect and participate professional discussions to strengthen and extend their teaching capacity</p> <p>Elaborating on the whole school scope and sequence by incorporating other requirements such as assessment and reporting and information communication technology and science.</p> <p>Staff utilising the common templates for yearly, curriculum and weekly planning documents.</p> <p>Continue using targeted professional development.</p> | <p>Staff PDP discussions reflect the use of agreed teaching and learning.</p> <p>Teams working together to provide feedback to each other.</p> <p>Staff are regularly involved in professional conversations that reflect an understanding of the pedagogical master plan and their capacity to differentiate.</p> <p>Updated scope and sequence document.</p> |
|   | Year 4 | <p>Teachers will share their knowledge and expertise with other to improve and support all teachers development</p> <p>Strong explicit teaching where teachers seek support to improve practice.</p> <p>Evaluate progress of actions undertaken in years one to three.</p>   | <p>Staff will be using the reviewed pedagogical master plan to support point of need teaching for all students.</p> <p>Professional conversations that reflect their knowledge and expertise.</p> <p>Through group PDP's staff will be able to share their knowledge and expertise and articulate their explicit teaching strategies.</p>                      |
| <p><b>Key improvement strategy 2:</b></p> <ul style="list-style-type: none"> <li>Improve English, mathematics and science programming and planning, for a consistent approach across the whole school.</li> </ul> | Year 1 | <p>Form an assessment and reporting team.</p> <p>Develop a standardised assessment and reporting schedule in maths and English and link with the whole school scope and sequence.</p> <p>Trial a whole school maths and English testing process that will provide a triangulation of data, and provide relevant</p>  | <p>Maths and English whole school scope and sequence document.</p> <p>Professional conversations in relation to selection of assessment tools in maths and English.</p>  |

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|        | <p>training.</p> <p>The assessment and reporting team to investigate assessment and reporting package options eg Sentral, Compass etc.</p>  |   |
| Year 2 | <p>Implement a whole school maths and literacy testing process that will provide a triangulation of data.</p> <p>All staff will be trained in the chosen assessment and reporting package and proactively explore other aspects of the program.</p> <p>Develop a standardised assessment and reporting schedule in science such as an Overport P.S agreed success criteria and link with the whole school scope and sequence.</p> | <p>Agreed assessment tools utilised, and data regularly entered in agreed format.</p> <p>Teaching staff to be utilising new assessment and reporting software.</p> <p>Professional conversations in relation to selection of assessment tools in science.</p> |
| Year 3 | <p>Analyse the suitability and effectiveness of chosen assessment tools.</p> <p>Assessment and reporting team to ensure all staff have developed expertise in the chosen assessment and reporting software package, and are fully implementing mandated aspects.</p>  | <p>Whole staff and team discussions teaching staff articulate the effective use of selected assessment tools.</p> <p>Effective input of data into new software package, enabling team discussions relating to the effective use of data.</p>                  |
| Year 4 | <p>Evaluate progress of actions undertaken in years one to three.</p>   | <p>Strengthened staff discussions at PDP's indicating improved use of data to improve student learning.</p> <p>Meeting minutes indicate a growing understanding of data usage.</p>  |

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| <p><b>Key improvement strategy 3:</b></p> <ul style="list-style-type: none"> <li>Enhance school accountability by establishing and implementing improved assessment and reporting systems and the use of data.</li> </ul> | <p>Year 1</p> | <p>Develop a whole school scope and sequence in maths and English and begin to investigate a common template for curriculum and weekly planning documents.</p> <p>Develop an agreed lesson structure in English and maths to demonstrate explicit practices. i.e whole part whole.</p> <p>The ICT team to investigate the effective use of ICT across the curriculum and build staff capacity.</p> <p>Audit the inquiry/integrated unit topics to ensure science is included in the two year cycle.</p> <p>Timetable to allow for collaborative planning time for teams.</p> | <p>Whole school scope and sequence document.</p> <p>Agreed lesson structure is documented and available to all staff on the school server.</p> <p>Results of curriculum audit.</p> <p>Specialist timetable to reflect common, collaborative planning time.</p> <p>Curriculum discussions minuted at staff meetings.</p> |
|   | <p>Year 2</p> | <p>Elaborate on the whole school scope and sequence by incorporating other areas of the curriculum such as science, inquiry and specialist areas.</p> <p>Implement the agreed lesson structure in English and maths to demonstrate explicit practices. i.e whole part whole.</p> <p>Through improved teacher capacity in ICT, teachers will plan for and incorporate ICT across English, maths and science.</p> <p>Teachers will investigate and develop a strong understating of the science curriculum.</p>  | <p>Leadership team to observe explicit teaching in practice during regular walk throughs.</p> <p>Work programs demonstrate an understanding of the agreed lesson structure in English and mathematics.</p> <p>Curriculum discussions minuted at staff meetings.</p>   |

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|  | Year 3 | <p>Begin the process of identifying and implementing an agreed lesson structure in science to demonstrate explicit practices. i.e predict observe explain.</p> <p>Teachers will be implementing and assessing regular science lessons.</p>   | <p>Work programs and planning documents demonstrate an understanding of the agreed lesson structure in maths, science and English.</p> <p>Curriculum discussions minuted at staff meetings.</p> <p>Leadership team to observe explicit teaching in practice during regular walk throughs.</p> |
|  | Year 4 | <p>Evaluate progress of actions undertaken in years one to three.</p>  | <p>All teachers will be using the agreed lesson structure in English, maths and science to demonstrate explicit teaching.</p> <p>Curriculum discussions minuted at staff meetings.</p> <p>Leadership team to observe explicit teaching in practice during regular walk throughs.</p>          |
| <p><b>Engagement</b></p> <p><b>Key Improvement Strategy 1:</b></p> <ul style="list-style-type: none"> <li>Enhance student transitions Kindergarten to year 7:</li> </ul> | Year 1 | <p>Establish processes and protocols to communicate key information pertaining to current and future students' learning needs.</p> <p>Develop a 'new student checklist' outlining expectations of teachers to assist in the settling of new students.</p> <p>Teachers to support students' understanding of our programs, approaches, processes and protocols.</p> <p>Implement a whole school transition program.</p> | <p>Teachers able to identify leaning needs of all of their students.</p> <p>Completed checklists.</p> <p>All new students familiar with our school expectations.</p> <p>Whole school transition program on yearly calendar, with appropriate activities planned.</p>                          |
|  | Year 2 | <p>Continue to strengthen the communication of information to relevant teachers about current and future students' learning needs.</p>   | <p>Teachers are able to articulate learning needs of all new students upon arrival.</p>   |

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|  |        | <p>Teachers to support students' understanding of our programs, approaches, processes and protocols.</p> <p>All teachers will use the 'new student checklist'.</p> <p>Develop stronger connections with local high schools to ensure we are adequately preparing our students.</p>  | <p>Visits from local secondary school staff.</p> <p>Teacher and student visits to local secondary schools.</p> <p>Whole school transition program on yearly calendar, with appropriate activities planned.</p>  |
|  | Year 3 | <p>Refine the communication of information teachers about current and future students' learning needs.</p> <p>Refine 'new student checklist'</p> <p>Investigate the possibility of a year 6/year 7 network.</p>   | <p>Teachers able to identify and articulate learning needs of all newly enrolled students.</p> <p>Overport to host a year 6/7 network meeting during term 3, with the topic being 'Transition'.</p> <p>Whole school transition program on yearly calendar, with appropriate activities planned.</p> |
|  | Year 4 | <p>Evaluate progress of actions undertaken in years one to three.</p>   | <p>Whole school transition program to continue to be placed on yearly calendar, with appropriate activities planned.</p>  |
| <p><b>Key Improvement Strategy 2:</b></p> <p>Enhance Teaching and Learning practices across all curriculum areas, leading to improved student involvement.</p> | Year 1 | <p>Complement the curriculum through appropriate extra-curricular activities</p> <p>Investigate the effective use of ICT within all areas of the curriculum and build staff capacity.</p> <p>Improve staff capacity to effectively engage students by providing effective external and in-house professional development opportunities.</p> | <p>Weekly meeting schedule, which will enable regular level meetings utilising a common agenda.</p> <p>Specialist timetable will incorporate common planning time.</p> <p>Increased staff confidence in the use of ICT.</p> <p>Staff attendance at PD.</p>  |

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|   |        | Develop an effective and age appropriate manner in which to seek feedback from students in relation to their learning.   |   |
|   | Year 2 | Continue to build staff capacity to effectively use ICT through external and in-house professional development.<br><br>Seek feedback from students in relation to the schools teaching and learning utilising the developed tools from year one.   | Documented evidence of ICT usage in weekly work programs.<br><br>Student feedback survey data is collected and discussed in teaching teams.   |
|   | Year 3 | Through student feedback teachers will alter their delivery of the curriculum to fully engage all students in their learning.<br><br>Continue to seek feedback from students in relation to the schools teaching and learning utilising the developed tools and respond to this with changes in practice.  | Student feedback survey administered, collated and analysed.<br><br>Staff to review and implement recommendations from student feedback survey.   |
|   | Year 4 | Evaluate progress of actions undertaken in years one to three.   | Staff to review and implement recommendations from student feedback survey.   |
| <b>Wellbeing</b><br><br><b>Key Improvement Strategy 1:</b><br><ul style="list-style-type: none"> <li>Social and Emotional learning to be a key component of all school curriculum.</li> </ul> | Year 1 | Wellbeing team to develop and begin the implementation of yearly restorative practices action plan.<br><br>Teams will explore the personal and social capabilities within the Victorian Curriculum and begin to include them in planning documents.<br><br>Review student wellbeing and engagement policy. | Meeting minutes that demonstrate planning and investigations.<br><br>Weekly planners begin to reflect general capabilities.<br><br>Staff meeting agenda to include wellbeing at each meeting as necessary.<br>Staff are able to conduct restorative practices conversations when needed.<br><br>Improved attendance data. |

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|  | Year 2 | <p>Update yearly restorative practices action plan and continue its implementation.</p> <p>Teams will include personal and social learning intentions in all planning documents and explicitly teach it.</p>  | <p>Staff able to speak about the positive impact our restorative approach is having within their own classroom.</p> <p>Students are able to articulate personal and social learning intentions.</p> <p>Improved attendance data.</p>  |
|  | Year 3 | <p>Update yearly restorative practices action plan and continue its implementation.</p> <p>Teams will include personal and social learning intentions in all planning documents and explicitly teach it.</p>  | <p>Staff able to speak about the positive impact our restorative approach is having across the school.</p> <p>Students are able to articulate personal and social learning intentions.</p> <p>Improved attendance data.</p>   |
|  | Year 4 | <p>Review student wellbeing and engagement guidelines.</p> <p>Evaluate progress of actions undertaken in years one to three.</p>  | <p>Documented Student Engagement Guidelines.</p> <p>Students are able to articulate personal and social learning intentions.</p> <p>Improved attendance data.</p>   |
| <p><b>Key Improvement Strategy 2:</b></p> <ul style="list-style-type: none"> <li>Build strong student, teacher, parent relationships.</li> </ul> | Year 1 | <p>Implement a 'Getting to Know You Week' at the beginning of each term and incorporate regular social emotional learning programs into weekly planners.</p> <p>Provide opportunities for parents to become informed about their child's learning. Such as, parent teacher familiarisation meetings, family forums and parent information evenings throughout the year.</p> <p>Review the current Communication Policy to</p> | <p>Yearly calendar and work programs to indicate 'Getting to Know You' week.</p> <p>All events publicised in advance, and clearly outlined in the newsletter, on the website and on Tiqbiz.</p> <p>Staff make informal contact with parents, such as email, phone call, teacher presence in the yard.</p> <p>Teachers to make personal contact with</p> |

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|        | <p>ensure the inclusion of processes and protocols for teachers to establish an effective line of communication with every parent in their class.</p> <p>Parents to be informed and encouraged to attend all school based events including assemblies.</p>  | <p>parents in relation to specific events.</p>  |
| Year 2 | <p>Continue to implement a 'Getting to Know You Week' at the beginning of each term and incorporate regular social emotional learning programs into weekly planners.</p> <p>Continue to provide opportunities for parents to become informed about their child's learning. Such as, parent teacher familiarisation meetings, family forums and parent information evenings throughout the year.</p> <p>Implement the Communication Policy.</p> <p>Establish a parent representative for each class.</p> <p>Continue to inform and encourage parents to attend all school based events including assemblies.</p> | <p>Timetable and yearly calendar to reflect all community based events.</p> <p>Communication policy ratified by school council.</p> <p>Office to have a list of all class representatives.</p> <p>Weekly assemblies will include student awards, performances, presentations, etc.</p> <p>Teachers identify and invite parents to relevant school community events.</p> |
| Year 3 | <p>Continue to implement a 'Getting to Know You Week' at the beginning of each term and incorporate regular social emotional learning programs into weekly planners.</p> <p>Continue to provide opportunities for parents to become informed about their child's learning. Such as, parent teacher familiarisation meetings, family forums and</p>  | <p>Timetable to reflect 'getting to know you' week, with appropriate activities provided.</p> <p>Teachers invite parents of relevant students invited to attend events such as assemblies when their child is being highlighted.</p> <p>Teachers identify and invite parents to</p>   |

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|  |        | <p>parent information evenings throughout the year.</p> <p>Include the Communication Policy in all new staff induction.</p> <p>Extend the role of the parent representative for each class.</p> <p>Continue to inform and encourage parents to attend all school based events including assemblies.</p>                                 | <p>relevant school community events.</p> <p>Parent representatives making regular contact with other parents within their class group.</p>   |
|  | Year 4 | Evaluate progress of actions undertaken in years one to three.  | Feedback from parent representatives.  |
| <p><b>Productivity</b></p> <p><b>Key Improvement Strategy 1:</b></p> <ul style="list-style-type: none"> <li>Ensure provision of both financial and human resources to support program delivery.</li> </ul> | Year 1 | <p>Audit current requirements and future projections</p> <p>Develop and implement resourcing plan for all budget areas.</p> <p>Workforce plan is reviewed and reflects needs for the life of the strategic plan</p> <p>Monitor yearly calendar to ensure adequate human and financial resources are available for nominated events.</p> | <p>Curriculum programs have been audited and program budgets developed to reflect needs.</p> <p>Roles and responsibilities reviewed and clarified</p> <p>School council receives reports and is kept informed of staffing needs.</p> |
|  | Year 2 | <p>Implement resourcing plan for all curriculum areas, with a particular focus on resourcing a science program across the school.</p> <p>Review staffing profile in relation to expected enrolments.</p> <p>Monitor yearly calendar to ensure adequate</p>  | <p>Budgets developed to reflect the needs of the programs being delivered.</p> <p>Roles and responsibilities reviewed and clarified</p> <p>School council receives reports and is kept informed of staffing needs.</p>               |

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|  |        | human and financial resources are available for nominated events.   |  |
|  | Year 3 | <p>Implement resourcing plan for all budget areas.</p> <p>Review staffing profile in relation to expected enrolments.</p> <p>Monitor yearly calendar to ensure adequate human and financial resources are available for nominated events.</p> | <p>Budgets developed to reflect the needs of the programs being delivered.</p> <p>Roles and responsibilities reviewed and clarified</p> <p>School council receives reports and is kept informed of staffing needs.</p> |
|  | Year 4 | Evaluate progress of actions undertaken in years one to three.  | <p>Budgets developed to reflect the needs of the programs being delivered.</p> <p>Roles and responsibilities reviewed and clarified</p> <p>School council receives reports and is kept informed of staffing needs.</p> |