Alfredton Primary School 1091 Strategic Plan 2015-2018

EVERY CHILD WILL FLOURISH WITH TIME, EFFORT AND SUPPORT
We value the 3 R's

RESPECT   RESPONSIBILITY   RELATIONSHIPS

Endorsements

Endorsement by School Principal	**Signed**……………………………………. **Name**: Laurel Donaldson **Date** December 2014.
Endorsement by School Council	**Signed**……………………………………. **Name**: Anita Zuell **Date** December 2014. 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	The purpose of this school as defined in the Strategic Plan is to provide an inclusive, learning environment that challenges and engages young people to flourish as passionate learners and develop skills that will prepare them as contributors and global citizens of the future. The school seeks to develop, motivated, creative, collaborative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Digital learning will be a fundamental and embedded component of teaching and learning across the curriculum. Use of current technology and professional learning will equip teachers with the skills and competencies to develop students that are innovative, proficient and confident users of ICT. **In summary** **Our Vision is:** **Every child will flourish with time, effort and support**
Values	**We value the 3 R's** **RESPECT RESPONSIBILITY RELATIONSHIPS** **We demonstrate them when:** <table><tr><td>**We RESPECT:** • Individual differences • Ourselves • Cultural diversity • Other's opinions • Other's feelings • Property</td><td>**We take RESPONSIBILITY for:** • Our behaviour • Our actions • Our attendance • Our learning • Our belongings • Our dress code • Our school • Our environment • Doing our best</td><td>**We build RELATIONSHIPS with each other by:** • Being honest & trustworthy • Caring about the feelings of others • Treating others fairly • Being well mannered • Resolving differences calmly</td></tr></table>

Environmental Context	In 1987 Alfredton Primary School was relocated from Gillies Street, where it was originally known as Ballarat West Public School, to its current site and facilities. The construction of the new school was a cooperative effort by the Alfredton community and the facilities were enhanced through local contributions to ensure that the school became a central hub for the community. The attractive development and conscientious maintenance of these facilities since their construction has ensured that today's students enjoy an excellent environment, not only for their learning, but also for their active and passive recreational pursuits. The School is now part of the South Western Victoria Region.

The school has a strong record in attracting children living in the area. It also attracts many families from outside the school catchment area. School enrolments have shown steady growth to peak at 540 in 2013 and the school is proactive in developing and promoting itself as the preferred choice. With large housing estate expansion in the area the school recognises the need to be proactive in the matter of its future enrolments.

The School is held in high regard within and beyond the community.

The Alfredton school community has the expectation that all children will reach their full academic and personal potential with the school providing appropriate curriculum programs and effective teaching practices.

Whilst the key focus of the school is on Literacy and Numeracy, classroom programs provide a broad curriculum across all key learning areas – the Arts, English, Health, Physical Education, Mathematics, Languages Other Than English, Science, Humanities and Technology.

The classroom programs are supported by a Program for Students with Disabilities, and specialist teachers of Japanese, Physical Education, Visual and Performing Arts and Literacy Support.

As well as a comprehensive curriculum, students are offered extra curricula enrichment activities which include sport, performing arts, instrumental music tuition, special days, the annual concert, excursions, incursions and camps. Students enjoy opportunities for leadership and values based education. A number of teams compete in after school competitions, supported by teachers and parents.

Parents are very involved in the development of the school formal associations with School Council, Parents' Club and Community and Engagement. We encourage parents to take an active part in their child's learning through information evenings and the school's open door policy. Many parents actively help in the classroom and their support is encouraged and welcomed.

The use of technology to enhance student learning is a feature of the school and high quality facilities, programs, equipment and expertise are provided to support classroom programs which cater for full class groups. Our Year 5 and Year 6 students use networked, wireless laptops within their learning setting. The opportunity for the ICT development of students' skills and class group work is integrated into key learning areas across the curriculum and is optimised by students accessing networked computers, laptops and interactive whiteboards. BYOD is currently implemented in year 4.

As part of their commitment to the development of a highly effective learning environment and to take advantage of opportunities to pursue their own professional growth, the staff reflect on ways to improve overall team performance. The staff are focussed on refining, improving, and changing instructional practices to improve student achievement by committing to the implementation of the Professional Learning Team (PLT) inquiry cycle which is based on the 4 strategies of:

1. Focusing on data
2. Sharing and reflecting on classroom practices
3. Applying research and best practices
   and
4. Using teamwork and collaboration skills |

Strategic Direction	Goals WHAT	Targets	Key Improvement Strategies HOW

Achievement
 	
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.
 	
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.
	Implemented explicit improvement agenda expressed in terms of measurable student outcomes with accompanying timelines.	**AUSVELS:-**
		All children :
		• will demonstrate growth in their learning
		90% of all students F-6:
		• to achieve expected growth in all areas of the curriculum.
		35% of all students F-6:
		• assessed as achieving A or B.
		
		NAPLAN:-
		    • 'high relative growth' for at least 30% of children
		    • reduce the proportion of children in the two lowest bands.
		    • increase the proportion of children in the two highest bands.
		
		Targets will be set for each year level in Reading, Spelling, Writing, Grammar and Punctuation and Number and Algebra. (AIP will indicate year level targets). Instructional time for Literacy and Numeracy teaching will be privileged and programs will be implemented using a consistent whole school approach
			Develop a Teaching and Learning Philosophy as defined in the Teaching and Learning Framework.
			
			To analyse and use school-wide data, (academic, behavioural and wellbeing) to inform students' point of need and monitor performance/growth toward school-wide targets.
			
			Data will be used throughout the school to track and identify gaps in student learning in literacy and numeracy in order to monitor improvement toward learning achievement targets.
			
			All staff Performance and Development Plans will have targets that align with the Strategic and Annual Implementation Plans with a clear 'line of sight'.
			Data will be used as evidence of successful teaching as part of the Performance and Development process.
			
			Assessment tools and targets will be determined collaboratively between teams and Leadership.
			
			The Leading Teacher will coordinate all year level literacy planning to ensure all key components are planned for including Daily 5, CAFÉ and Seven Steps/Text Types.
			The Leading Teacher will coach all staff in the delivery of the explicit teaching of literacy and numeracy tailored to their point of need and aligned to their P&D plan.
			
			All PLT Leaders will be 'coached' to support teachers to ensure the agreed approach to literacy and numeracy improvement is implemented.
			
			PLT leaders will monitor and track progress toward targets as part of the PLT inquiry cycle.

	Goals WHAT	Targets	Key Improvement Strategies HOW
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.	Provide a learning environment that engages and stimulates all learners. Leverage the use of digital technology in all classrooms to develop deep and purposeful learning.	ATTS and school wide data will show improvement in all variables of teaching and learning, specifically in the areas of 'engagement' and 'stimulating learning'. Students will be provided with regular opportunities to have a voice that will inform teachers of areas for improvement. All staff to have advanced at least one level along the Digital learning continuum as supported by evidence. Parent Opinion Survey questions related to transition show a high level of satisfaction.	Develop and implement processes and programs that support students' engagement and stimulating learning via explicit teaching aligned to the APS Teaching and Learning Framework. Seek and record student reflection and feedback on their learning. Teachers will receive PD to build skills and capacity in the use of digital technology as a tool to engage students in purposeful and deep learning. Each team will have a nominated Digital Learning Leader to support teacher development in the use of and implementation of digital technologies via PD and using the SAMR model. Students transitioning into and out of the school are supported via participation in transition and other programs and activities.

	Goals WHAT	Targets	Key Improvement Strategies HOW
Wellbeing 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.	Embedding proactive social/emotional learning into the curriculum. Ensuring that the schools vision and values are understood by all members of the school community.	The number of Code of Conduct breaches in relation to classroom and yard behaviours decreases over the period of the Strategic Plan.	Implement the Bounce Back Program F-6 for one hour a fortnight. Staff to model and promote a positive school culture by the alignment of agreed behaviours to our core values for all members of the school community
		The ATTS and POS surveys indicate an improvement in perception of student safety, connectedness, stimulating learning and engagement. Bounce Back survey indicate an improvement in student perceptions in the areas of resilience from the baseline data.	Surveys will be distributed as per DEECD requirements Survey to be administered to all students.
		A reduction in the number of students attending sick bay due to playground related injuries.	Increase the options for student activities during recess breaks Employ an ESS person to oversee first Aid across the school.
		A reduction in the number of students seeking social/emotional support in relation to school based concerns.	Students provide feedback to inform teaching and learning via student voice and staff commit to action the feedback.

	Goals WHAT	Targets	Key Improvement Strategies HOW
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	Building the capacity and talents of staff to be active members of the APS learning community.	Launching the APS new vision and values. Develop a Teaching and Learning Philosophy Develop an APS Teaching and Learning Framework. Every classroom will be implementing a daily two hour literacy block and one hour numeracy block: minimum four times per week. To analyse and use school-wide data, (academic, behavioural and wellbeing) to inform students' point of need and monitor performance and growth toward school-wide targets. Assessment for all staff will show individual improvement across the AITSL standards and their point of need as determined by SMART goals and evidence. Data will be used as evidence of successful teaching as part of the Performance and Development process.	Engage the school community and allocate resources to support the launch. Allocate staff meeting time. Allocate staff meeting time. The daily two hour literacy and one hour numeracy block are planned for and resourced. Purchase a data tracking system to improve efficiency of data management. Performance and Development process to be aligned to the school year. Goals and targets to be aligned to the SSP.

Productivity Cont.	Goals WHAT	TARGETS	KIS. cont
		The Leading Teacher will coordinate all year level literacy planning	Timetabling will take into account the need for the Leading Teacher to attend year level planning
		All classroom teachers will be coached of the explicit teaching of literacy and numeracy tailored to their point of need and aligned to their P&D plan. All specialist teachers will be coached, tailored to their point of need and aligned to their P&D plan.	Staff will be employed to release teachers to engage in coaching conversations twice per term.
		Develop and implement processes and programs that support students' engagement and stimulating learning via explicit teaching aligned to the APS Teaching and Learning Framework.	Leadership to participate in professional Learning to support teacher development in 21st Century and Deep Learning Pedagogies.
		All staff will have engaged in professional learning to support their use and implementation of digital technology as a tool to engage students in purposeful and deep learning. Each team will have a nominated Digital Learning Leader to support teacher development in the use of and implementation of digital technologies via PD and using the SAMR model.	The school budget aligns to priorities and the digital learning needs across the school. (PD, resources, expertise etc) as indicated in the School ICT Progression Implementation Plan Digital learning leaders will receive professional learning as part of the NPDL initiative.
		Staff to participate in learning walks, school visits and observations in and beyond the school.	Learning walks will be scheduled once per term. Teachers regularly invite and are invited into colleagues' classrooms to observe teaching.

Productivity Cont.			**TARGETS cont..** Students provide feedback to inform teaching and learning via student voice and staff commit to action the feedback.	**Key Improvement Strategies HOW cont..** Tools provided and regular time allocated
			Students transitioning into and out of the school are supported via participation in transition and other programs and activities.	Induction will be provided for new families as required Orientation programs will be scheduled for students transitioning into and within the school in terms 3 and 4.
			Implement the Bounce Back Program F-6 for one hour a fortnight.	Time will be privileged in classroom timetables and resources will be budgeted for.
			Provide more structured playground activities for students to engage in during recess and lunchtime	Supervision to be part of the yard duty timetable
			Employ an ESS person to oversee first Aid across the school. .	Budget allocation from SRP

School Strategic Plan 2015- 2018: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.	

Key Improvement Strategies	Actions	Achievement Milestone
	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail. Establish processes for collaboration across the school:-	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.

		Actions	**Achievement Milestone**
Achievement Implemented explicit improvement agenda expressed in terms of measurable student outcomes with accompanying timelines.	Year 1	Staff collectively develop the Teaching and Learning philosophy.	Documented Teaching and Learning Philosophy by the end of term 2
		Investigate and determine an agreed approach to teaching and learning.	Development of an agreed Teaching and Learning framework
		Participate in Learning Walks to determine what teaching and learning in literacy looks like across the school.	Learning walks each term with a literacy focus
		Develop our Performance and Development Plans aligned to our Strategic Plan to clarify everyone ones role. 'Line of Sight".	All classroom teachers P&D plans will be aligned to literacy
		The Leading Teacher will coordinate all year level literacy planning to ensure all key components are planned for including Daily 5, CAFÉ and Seven Steps/Text Types All teachers will receive coaching aligned to the Strategic Plan, their P & D plan and tailored to their point of need.	Work programs and teacher practice will reflect the required structure, content and time allocation for literacy. All teaching staff will engage in a reflective practice cycle involving two reflective conversations per term
		Observing classroom teaching to be encouraged to share teacher expertise.	Each teacher will have observed the teaching of literacy on at least one occasion for the year
		Data tracking will be refined to improve the efficient and effective collation and tracking of student achievement	Data Tracking system to be put in place
		A variety data will be used throughout the school to track and identify gaps in student learning in literacy and numeracy in order to monitor improvement toward learning achievement targets.	Evidence of a range of data being used to document student progress. During reflective conversations, teachers will refer to data to inform teaching.
		Teachers at each year level to set expected	**To be completed by second week of February**

		targets for achievement in Reading, Writing, Spelling, Grammar and Punctuation and Number and Algebra.	
		PLT leaders will monitor student progress against targets in literacy (spelling or writing) in order to determine the focus for teaching and learning to improve student outcomes.	All teachers will provide their PLT with data to support student progress in the PLT focus area **Student achievement targets will be met**
		<u>All of the above actions support the achievement of SSP targets</u>	**Refer to the SSP achievement Targets above**
	Year 2		Implement the agreed Framework for teaching and learning
		The Leading Teacher will continue to coordinate all year level literacy planning to ensure all key components are planned for including Daily 5, CAFÉ and Seven Steps/Text Types	Work programs and teacher practice will reflect the required structure, content and time allocation for literacy. Seven Steps will be embedded into the writing block.
		Develop pedagogical knowledge (content and strategies) in the effective delivery of literacy.	Explicit teaching of spelling aligned with the Spelling Knowledges. A range of reading strategies to support differentiated learning will be used in classrooms.
		A variety data will be used throughout the school to track and identify gaps in student learning in literacy and numeracy in order to monitor improvement toward learning achievement targets.	Evidence of teachers utilising a variety of source of data eg. Rubrics, checklists, running records, VCAA, EOL, Penseives, Anecdotal records, learning logs, electronic records
		Development of 'I CAN' (growth points) statements for writing and spelling	Completed 'I CAN' statements.
		'I CAN' statements to be used for	Evidence of the use of 'I CAN' statements for writing and spelling in work programs, delivery of learning intentions

		differentiated planning, documenting learning intentions and success criteria and providing feedback	and student feedback processes.
		Participate in Learning Walks to determine what teaching and learning looks like across the school.	Learning walks each term with a literacy focus
		Observing classroom teaching to be encouraged to share teacher expertise.	Each teacher will have observed the teaching of literacy or numeracy on at least one occasion for the year
		All PLT Leaders will be 'coached' to support teachers to ensure the agreed approach to literacy and numeracy improvement is implemented. All of the above actions support the achievement of SSP targets	Refer to the SSP achievement Targets above
	Year 3		Continue to implement the agreed Framework for teaching and learning.
		The Leading Teacher will continue to coordinate all year level numeracy planning to ensure all key components are planned for.	Work programs and teacher practice will reflect the required structure, content and time allocation for numeracy.
		Develop pedagogical knowledge (content and strategies) in the effective delivery of numeracy. A variety data will be used throughout the school to track and identify gaps in student learning in literacy and numeracy in order to monitor improvement toward learning achievement targets.	Explicit teaching of Number and Algebra using a range of strategies to support differentiated learning will be used in classrooms. Evidence of teachers utilising a variety of source of data
		Development of 'I CAN' (growth points) statements for number and algebra.	Completed 'I CAN' statements.

		'I CAN' statements to be used for differentiated planning, documenting learning intentions and success criteria and providing feedback.	Evidence of the use of 'I CAN' statements for number and algebra in work programs, delivery of learning intentions and student feedback processes.
		Participate in Learning Walks to determine what teaching and learning in numeracy looks like across the school.	Learning walks each term with a numeracy focus.
		Observing classroom teaching to be encouraged to share teacher expertise.	Each teacher will have observed the teaching of literacy or numeracy on at least one occasion for the year
		All PLT Leaders will be 'coached' to support teachers to ensure the agreed approach to numeracy improvement is implemented.	
		<u>All of the above actions support the achievement of SSP targets</u>	<u>Refer to the SSP achievement Targets above</u>
	Year 4	Year of Review	Year of Review
		Continue to monitor and embed all of the above actions	
		Conduct School Self-Evaluation	Complete School Self –Evaluation
		Develop new Strategic Plan based on recommendations from Self Evaluation	Complete new Strategic Plan

		Actions	**Achievement Milestone**
Engagement Provide a learning environment that engages and stimulates all learners. Leverage the use of digital technology in all classrooms to develop deep and purposeful learning.	Year 1	Conduct ATTS Survey and Parent Opinion Survey	<u>**SSP targets**</u> ATTS data will show improvement in all variables of teaching and learning, specifically in the areas of' engagement' and 'stimulating learning'.
		Determine how we can differentiate our teaching to meet each child's point of need.	Refer to Actions and Milestones in Achievement section and SSP Achievement Targets
		Conduct professional development on 21st Learning skills and determine a plan of action.	Staff engaged in Professional Learning of 21st Century learning skills – APS action plan developed
		Staff complete the Digital Learning Continuum (Self-assessment framework) to evaluate their and the schools skills and use of Digital learning.	Digital Learning Continuum to be completed in Term 1 Re-assessment at the end of the year will show staff progression of one level on the digital learning continuum.
		Teachers demonstrate an awareness of different teaching and learning strategies that leverage digital technology PD will be provided to support staff to leverage digital learning	Planning reflects purposeful integration of technology
		Digital Learning Leaders will introduce and unpack the SAMR model with staff	Planning reflects a range of SAMR strategies.
		Review Assessment FOR learning(ie interpersonal and personal learning skills) and develop reflective tools and processes including goal setting	Students regularly reflect on their personal and interpersonal learning skills and document their progress at least weekly.
		Students will be provided with regular opportunities to have a voice that will inform	At least twice per week, using a range of and strategies, seek and record student reflection and feedback on their

		teachers of areas for improvement	learning in literacy and numeracy
		Students transitioning into, within and out of the school are supported via participation in transition and other programs and activities e.g. orientation days and induction for new students	Parent and student opinion surveys show a high level of satisfaction in transition questions.
	Year 2	Conduct ATTS Survey and Parent Opinion Survey	**SSP targets** ATTS data will show improvement in all variables of teaching and learning, specifically in the areas of' engagement' and 'stimulating learning'.
		Continue to differentiate our teaching to meet each child's point of need.	Refer to Actions and Milestones in Achievement section and SSP Achievement Targets
		Implement the NPDL action plan.	Continue to engage staff in NPDL Professional Learning including 21st Century learning skills
		Staff complete the Digital Learning Continuum (Self-assessment framework) to evaluate their and the schools skills and use of Digital learning.	Re-assessment at the end of the year will show staff progression of one level on the digital learning continuum.
		Teachers demonstrate an awareness of differerent teaching and learning strategies that leverage digital technology PD will be provided to support staff to leverage digital learning	Planning reflects purposeful integration of technology
		Digital Learning Leaders will continue to support staff to implement the SAMR model with staff	Planning continues to reflect a range of SAMR strategies with an increased focus on modification and redefinition

		Continue to review Assessment FOR learning(ie interpersonal and personal learning skills) and develop reflective tools and processes including goal setting.	Students continue to regularly reflect on their personal and interpersonal learning skills and document their progress at least weekly.
		Students will continue to be provided with regular opportunities to have a voice that will inform teachers of areas for improvement.	At least twice per week, using a range of and strategies, seek and record student reflection and feedback on their learning in literacy, numeracy and digital learning.
		Students transitioning into, within and out of the school are supported via participation in transition and other programs and activities eg orientation days and induction for new students	Parent and student opinion surveys show a high level of satisfaction in transition questions.
	Year 3	Conduct ATTS Survey and Parent Opinion Survey	**SSP targets** ATTS data will show improvement in all variables of teaching and learning, specifically in the areas of' engagement' and 'stimulating learning'.
		Continue to differentiate our teaching to meet each child's point of need. Implement the NPDL action plan.	Refer to Actions and Milestones in Achievement section and SSP Achievement Targets Continue to engage staff in NPDL Professional Learning including 21st Century learning skills
		Staff complete the Digital Learning Continuum (Self-assessment framework) to evaluate their and the schools skills and use of Digital learning.	Re-assessment at the end of the year will show staff progression of one level on the digital learning continuum.
		Teachers demonstrate purposeful learning tasks that leverage digital technology PD will continue to be provided to support staff to leverage digital learning.	Observation of teaching and learning across the school reflects purposeful integration of digital technology

		Digital Learning Leaders will continue to support teachers to progress along the Digital Learning Continuum	Planning reflects that teachers are embedding digital technologies
		Continue to review Assessment FOR learning(ie interpersonal and personal learning skills) and develop reflective tools and processes including goal setting	Students continue to regularly reflect on their personal and interpersonal learning skills and document their progress at least weekly.
		Students will continue to be provided with regular opportunities to have a voice that will inform teachers of areas for improvement	At least twice per week, using a range of and strategies, seek and record student reflection and feedback on their learning in literacy, numeracy and digital learning
		Students transitioning into, within and out of the school are supported via participation in transition and other programs and activities eg orientation days and induction for new students	Parent and student opinion surveys show a high level of satisfaction in transition questions.
	Year 4	Year of Review Continue to monitor and embed all of the above actions Conduct School Self-Evaluation Develop new Strategic Plan based on recommendations from Self Evaluation	Year of Review Complete School Self –Evaluation Complete new Strategic Plan

Wellbeing **Embedding proactive social/emotional learning into the curriculum.** **Ensuring that the schools vision and values are understood by all members of the school community.**	Year 1	**Timetabling.** • Every year level will implement The Bounce Back program for an hour of per fortnight. • The School's values will be explicitly taught and promoted across the school. • Time allocation for PLT leaders to meet with team members. Planning documents reflect time and break down of literacy and numeracy block **Performance and Development Plans.** • Process to align all staff with SSP and AIP. 'Line of Sight'.	**SSP TARGETS** The number of Code of Conduct breaches in relation to classroom and yard behaviours decreases from 2014 numbers. The ATTS, POS and SOS indicate an improvement in perception of student safety, connectedness, stimulating learning and engagement compared to the previous year. A reduction in the number of students attending sick bay due to playground related injuries compared to previous years data. A reduction in the number of students seeking social/emotional support in relation to school based concerns compared to 2014 data as recorded in the weekly wellbeing records.
	Year 2	• Ongoing	▪ Above targets to reduce from the previous year.
	Year 3	Ongoing.	▪ Above targets to reduce from the previous year.
	Year 4	**Year of Review** Continue to monitor and embed all of the above actions Conduct School Self-Evaluation Develop new Strategic Plan based on recommendations from Self Evaluation	**Year of Review** Complete School Self –Evaluation Complete new Strategic Plan

	Year 1	Launching the APS new vision and values.	Vision and Values clearly understood and reflected in school culture
Productivity Building the capacity and talents of staff to be active members of the APS learning community.		The daily two hour literacy and one hour numeracy block are planned for and resourced. Bounce Back will be allocated one hour per fortnight	All staff are explicitly teaching literacy, numeracy and Bounce Back as outlined in the planning documents adhering to the time allocations.
		Purchase data tracking system to improve collection of all achievement and behaviour data.	More accurate and timely input, collation and analysis of data.
		Performance and Development process to be aligned to the school year. All staff performance and Development Plans will have targets that align with the Strategic and Annual Implementation Plans with a clear 'line of sight'.	Student outcomes will show improvement in target areas.
		Staff will be employed to release teachers to engage in coaching conversations twice per term.	. All teaching staff to have participated in the coaching cycle
		Timetabling will take into account the need for the Leading Teacher to lead year level planning with a focus on literacy	**Literacy** planning documents will reflect the agreed components of the literacy block.
		Leadership to participate in professional Learning to support teacher development in 21st Century and deep learning pedagogies.	Leaders will have an increased understanding and capacity to drive NPDL
		Digital learning leaders will receive professional learning as part of the NPDL initiative.	Digital Learning leaders will build teacher capacity with teams to leverage a gradual

		The school budget aligns to priorities and the digital learning needs across the school. (PD, resources, expertise etc) as indicated in the School ICT Progression Implementation Plan	shift from shallow to deep learning. Improved access to digital learning tools across the school. Teachers' capacity to embed digital technologies into their curriculum planning and delivery will be enhanced.
		Learning walks will be scheduled once per term. Teachers invite and are invited into colleagues' classrooms to observe teaching with a focus on **literacy** , at least **once** for the year.	School environment will reflect exemplary classroom organisation and consistently high teaching practices.
		Induction will be provided for new families. Orientation programs will be scheduled for students transitioning into, across and beyond the school.	Improved transition data.
		Budget allocation from SRP for First Aid support	First Aid ESS position filled.
		Tools provided and regular time allocated to seek student feedback	Student feedback to be included as evidence in the teacher Performance and Development Process.
		Meeting time to be allocated to support all strategic directions	Achievement of SSP Targets.
	Year 2	Ongoing Teachers invite and are invited into colleagues' classrooms to observe teaching with a focus on **literacy**, at least **twice** for the year.	Ongoing

	Year 3	Ongoing Teachers invite and are invited into colleagues' classrooms to observe teaching with a focus on **numeracy**, at least **twice** for the year.	Ongoing **Numeracy** planning documents will reflect the agreed components of the literacy block.
	Year 4	Year of Review Continue to monitor and embed all of the above actions Conduct School Self-Evaluation Develop new Strategic Plan based on recommendations from Self Evaluation.	Year of Review Complete School Self –Evaluation Complete new Strategic Plan