# School Strategic Plan for Park Ridge Primary School No. 5281 2015 - 2017

## Endorsements

| Endorsement by School Principal | Signed………………………………………  
|---------------------------------|-----------------------------------------  
| Name David Mann                 | Date 20 November 2015                   |

| Endorsement by School Council   | Signed………………………………………  
|---------------------------------|-----------------------------------------  
| Name Jenny Phillips             | Date 20 November 2015                   |

School Council President's endorsement represents endorsement of School Strategic Plan by School Council

| Endorsement by the delegate of the Secretary | Signed………………………………………  
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<tbody>
<tr>
<td>Name</td>
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### School Profile

<table>
<thead>
<tr>
<th><strong>Motto</strong></th>
<th>Strive, Learn, Excel</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Park Ridge Primary School will promote a culture of high expectations and excellence through the provision of explicit teaching and a learning environment that challenges, stimulates and nurtures. Students will be self-motivated and reflective learners, who think deeply and logically. They will experience success as literate and numerate students. They will be happy, considerate and responsible community members who participate in and contribute to the local and global community.</td>
</tr>
<tr>
<td><strong>Vision</strong></td>
<td>Empowering students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners.</td>
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</tbody>
</table>
| **Values**    | Respect - Valuing the differences, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and other, as well as the community and our environment.  
Love of Learning - Displaying commitment to on-going learning to develop skills and knowledge to thrive in life.  
Resilience - Having a belief in yourself and your own unique abilities and recognizing that you are valued by others. Developing the ability to bounce back from adversity.  
Positivity - Developing a mindset that identifies and values an optimistic state of being.  
Gratitude - Being aware of and thankful for the good things that happen in our lives and a willingness to express thanks. |
| **Environmental Context** | Park Ridge Primary School is located on a 3.6 ha site on the south-eastern border of the City of Knox within the suburb of Rowville. The school shares close links with the neighbouring primary schools, of Lysterfield, Heany Park and Karoo and also works closely with the eastern campus of Rowville Secondary College, which is located on the school’s southern boundary. Currently the school possesses 18 permanent and eight portable classrooms to cater for its current enrolment of 585 students. In addition, the school boasts a gymnasium, library/computer room, Art room and Music room. Courtesy of the federal government sponsored “Building The Education Revolution” program a multi-purpose centre was constructed. Used during school hours for assemblies, incursions and specialist classes, the building houses a well-resourced and popular before and after school care program.  
Over the past two years the school has experienced an annual increase of 15 per cent in enrolments at Year P. The school maintains the designated average class size of 1:21 at Years P-2 and, with flexible workforce planning, is able to maintain an average class size in Years 3-6 under 25 students per class. A future challenge is seen as being able to maintain optimum class sizes whilst at the same time maintaining exclusive spaces for specialised programs.  
All teachers at the school, including the Principal Class members have timetabled teaching commitments. Workforce planning focuses on providing a spread of teaching experience and varied expertise. Currently two Leading Teacher positions exist. Role descriptions of these positions are designated as Student Wellbeing and Learning Manager. Each year level plans as a team on a weekly basis. Convened by the Learning Manager, Team and Curriculum leaders form the Learning Leaders team with the responsibilities of planning and organising staff Professional Learning and planning and overseeing curriculum implementation and |
content. The Senior Management Team consisting of the Principal, Assistant Principal and Leading Teachers set the agenda for the school’s education program and oversee its implementation.

In addition to the normal classroom program, the school provides specialist lessons in Indonesian, Art, Music and Physical Education. Considerable support is made available to low achievers in Literacy and extension programs are provided in Mathematics in Years 3-6. Extra-curricula activities include, Science Club, Environment Group, Choir, Dance Group, participation in Wakakirri Song and Dance, the Dance Fair, Victoria program at Fairhills High School and Maths Olympiad. Use is made of the DEECD personnel to provide speech pathology and psychology services. In addition to these provisions, the school employs a private speech pathologist to broaden the base of students in receipt of this service.

The diverse population of the school has a current SFO coefficient of 0.44 having risen from 0.36 in 2009. Approximately 75 per cent of our LBOTE students are of Asian extraction. These families demand and expect an academically rigorous curriculum.

PRPS has a strong transition program which supports students entering and leaving the school; and internally as they move through the school. The majority of Foundation students have attended one of the local kindergartens or early childhood centres, with very few enrolments having not had exposure to a pre-foundation program. Upon entry to PRPS, students are grouping in friendship cohorts to assist with transition into a new environment.

Internal transitions include a ‘Step Up’ program which sees students visit classrooms belonging to the next year level during Term 4. This allows students to familiarise themselves with the setting and provides the opportunity to ask teachers and students questions about routines and learning that they can expect.

When placing students into classes, great consideration is given to ensuring a balance of academic and social factors is taken into consideration.

On leaving PRPS, approximately 40% of Year 6 students move to the neighbouring Rowville Secondary College (Eastern and Western Campuses), whilst 40% move to other government secondary colleges outside the Rowville area and 20% of students gain placements in independent schools.

The PRPS curriculum program is based on the Australian Curriculum (AusVELS) which covers from Foundation to Year 10. Presently, all classes from Foundation to Year 6 are straight classes.

To cater for the diversity of students’ learning needs within and across year levels, a differentiated curriculum is planned for and delivered through flexible student groupings, such as ability and mixed ability. Cooperative group work where learning, with and from each other is also encouraged.

Student goals are developed at each year level and provide students with the opportunity to identify one English goal, one Mathematics goal and one behavioural / learning goal, to work towards each term. These goals are accompanied by strategies for
students to implement, in order to succeed. Students assessment tasks are posted online for parents to receive feedback on their child’s progress. Two mathematics, one reading, one writing, one integrated studies and one speaking and listening / ICT tasks are available each term.

To develop resilient, positive thinking students, two wellbeing strategies are embedded into the curriculum.

**Positive Education**

The aim of our School is to enable students to develop attitudes, skills and knowledge that will serve as a foundation for critical intelligence, imagination, creativity and effective communication.

Our three core school programs – academic, extracurricular and student wellbeing – are designed to promote the development and extension of the personal character and talents of the students. We believe in the nurturing of a strong sense of service, community, leadership and loyalty to others and aspire for our students to become enthusiastic and independent lifelong learners.

Wellbeing is based on our desire for every student to flourish. We want our students to experience more positive emotion, attain greater engagement and connectedness, and develop enhanced skills in perseverance, optimism and resilience. Fundamentally, we recognise that the social and emotional development of each student is a critical ingredient to happiness and success in their present and future lives. We believe it is important not only to help students bounce back from adversity (-5 to 0) but continue to strive for a life worth living and bounce forward (0 to +5) for true resilience.

Naturally we wish for our students to be successful. We want to see academic success. However, the wellbeing model suggests that rather than viewing happiness simply as a product of success, it is more desirable for the skills of happiness and positivity to be taught first and foremost. Achievement and success are more magnified and meaningful, if students experience more positive emotion and positive relationships prior to commencing a given task or activity. In essence, happiness and wellbeing develop most naturally through a combination of process-driven and product-driven learning.

Our Positive Education journey formally began in July, 2013, when Hugh van Cuylenburg (CEO of the Resilience Project) helped with a whole school launch to teaching staff and students. Staff have had extensive Professional Learning in Positive Education over the journey.

The school has developed four sub strands to Positive Education:

1. Positivity and Character Strengths
2. Kindness and Empathy
3. Gratitude
4. Mindfulness
| **Service Standards** | Park Ridge Primary School is an inclusive setting where neighbourhood children are enrolled, regardless of their background and/or ability. All students are supported through the provision of a differentiated curriculum and, where necessary, individual learning plans, intervention programs and access to student services, to ensure academic, physical, social and emotional needs are met.  

The school has developed a number of internal accountability measures to ensure a culture of high expectations for both staff and students so as to provide all students with the best educational opportunities and support them to achieve optimum student outcomes. In doing so, we hope to not only high academic standards but to develop confident, optimistic, informed and responsible young citizens.  

These internal accountability controls include, the monitoring of curriculum and student achievement by staff and reporting this to the school council and the community on a semester basis; a rigorous staff performance and development process, regular analysis of school data, particularly student achievement; development of instructional leaders, who lead teaching and learning across the school; documentation of as Annual Report; development of an Annual Implementation Plan (AIP),and a program budget which is aligned to AIP and Strategic Plan priorities. |
<table>
<thead>
<tr>
<th>Strategic Direction</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
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<tr>
<td><strong>Achievement</strong></td>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>F</td>
<td>90%/35%</td>
<td>69%/36%</td>
<td>46%/38%</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
<td>49%/32%</td>
<td>55%/38%</td>
<td>41%/33%</td>
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Develop PAT Maths targets F-6
## Engagement

**Improve student engagement in their learning**

**Attitudes to School Survey**
To be in the fourth quartile in
- Student Morale 6.06
- Teacher Effectiveness 4.66
- Stimulated Learning 4.46
- Student Motivation 4.70

**Parent Opinion Survey**
To be in the fourth quartile in
- Stimulating Learning 6.01 3rd
- Learning Focus 5.97 3rd
- Student Motivation 5.71 2nd
- Extra Curricula 5.53 3rd
- Reporting 5.27 1st

Reduce the number of student absence days

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<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td>F</td>
<td>9.83</td>
<td>10.43</td>
<td>11.76</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1-6</td>
</tr>
<tr>
<td>10.12</td>
<td>9.44</td>
<td>11.37</td>
<td>10.43</td>
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Develop an agreed understanding of instructional practice by staff and parents that promotes greater opportunities for student personalised learning.

## Wellbeing

**Enhance the wellbeing of all students**

**Attitudes to School Survey**
To be in the fourth quartile in
- School Connectedness 4.52
- Student Safety 6.24
- Distress 6.24
- Connectedness to Peers 4.52
- Teacher Empathy 4.66
- Classroom Behaviour 3.31

**How Happy Am I Survey 3-6**
Reduce the % of students who disagree with
- In general, I consider myself a happy person (13%)
- I have a good life (11%)

**Parent Opinion Survey**
To be in the fourth quartile in
- Student Safety 5.15 2nd
- Social Skills 5.73 2nd
- School Connectedness 5.90 2nd

Increase the % of parents responding with agreement to the four transition questions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Agree 2014</th>
<th>Agree 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is well prepared for their</td>
<td>5.70</td>
<td>60%</td>
<td>90%</td>
</tr>
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</table>

Develop a whole school approach to student wellbeing.

Implement an effective strategy to manage transition in, through and out of the school.
<table>
<thead>
<tr>
<th>next stage in their education</th>
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<tbody>
<tr>
<td>My child was supported well when they started back at school this year</td>
<td>6.09</td>
<td>86%</td>
</tr>
<tr>
<td>Before the end of last year, my child was well prepared for this year</td>
<td>5.93</td>
<td>79%</td>
</tr>
<tr>
<td>My child has been supported in their transitions at school</td>
<td>6.06</td>
<td>80%</td>
</tr>
</tbody>
</table>

| Productivity | Improve the effective use of school resources (human, financial, time, space and materials) to maximise learning outcomes for students | Parent Opinion Survey To be in the fourth quartile in School Improvement 5.97 3rd | Parent Input 5.48 2nd | Extra Curricula 5.50 3rd | Review the allocation of resources and impact on student learning outcomes through the program budget process. |
## Key Improvement Strategies

### Achievement

Build teacher capacity to implement a differentiated curriculum.

Create a shared agreement and practice about effective pedagogy and assessment.

### Actions

<table>
<thead>
<tr>
<th>Year 1</th>
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</table>
| • Establish English / Mathematics Professional Learning Teams (PLT)  
• English and Maths PLT to investigate possible Action Research Project (ARP)  
• English / Maths PLT to review planning documentation  
• PLTs to review English and Maths Assessment Schedule  
• Develop an agreed understanding with staff of what is meant by ‘Differentiated Curriculum’ and what it would look like in the classroom with regard to the teaching of English and Maths  
• Review how spelling strategies are taught across the school  
• Implement ‘Stop and Drop reading activity on Mondays after assembly  
• PLT, Leadership and Year 2, 3, 5 & 6 teachers to analyse NAPLAN Reading and Number data  
• Conduct Curriculum Day on | • English / Maths PLTs formed and meeting two times per term  
• Identified Action Research Projects identified for teachers to pursue  
• Findings from ARPs presented to staff  
• Staff Professional Learning (PL) sessions dedicated to discuss planning documentation  
• Two hours of English and one hour of numeracy is timetabled each day for all classrooms  
• New assessment schedule developed and placed in staff folders  
• Staff PL sessions devoted to exploring ‘differentiation.’  
• Agreed definition of differentiation published and displayed around the school.  
• PLTs to visit high performing reading and numeracy schools and present findings to staff via PL sessions  
• 50% of staff consider themselves ‘an expert’ teacher of reading comprehension and differentiation maths curriculum  
• Whole school spelling document established  
• Students surveyed to gauge their feeling on reading  
• Findings from NAPLAN analysis presented to staff  
• Staff surveyed on the effectiveness of Curriculum Day |
<table>
<thead>
<tr>
<th>Year 2</th>
<th>metalanguage and using multi modal texts</th>
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<tbody>
<tr>
<td></td>
<td>• Conduct parent information sessions delivered by students on effective reading strategies</td>
</tr>
<tr>
<td></td>
<td>• Implement reading circle discussion groups Yr 3-6</td>
</tr>
<tr>
<td></td>
<td>• Investigate methods of recording student growth data</td>
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<tr>
<td></td>
<td>• Investigate PAT Maths assessment tasks</td>
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</table>

|        | • Interested staff to trial using metalanguage in their classrooms |
|        | • Students trained to deliver sessions to parents |
|        | • Action plan established to implement reading circles |
|        | • Leadership team visits Mt Eliza Nth PS and other schools to present possible recording methods to staff. |
|        | • PAT Maths rep to meet with Maths PLT |

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<thead>
<tr>
<th>Year 2</th>
<th>Agreed ARPs trialled by teachers</th>
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<tbody>
<tr>
<td></td>
<td>• Establish effective method of recording reading growth of Fountas and Pinnell data for all students F-6</td>
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<tr>
<td></td>
<td>• All planning documentation to reflect differentiation</td>
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<tr>
<td></td>
<td>• All staff to analyse NAPLAN data</td>
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<tr>
<td></td>
<td>• Assessment schedule trialled by staff</td>
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<tr>
<td></td>
<td>• Peer observation established to monitor student learning</td>
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<tr>
<td></td>
<td>• Continue to conduct parent information sessions delivered by students on effective reading strategies</td>
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<tr>
<td></td>
<td>• Implement student peer coaching program in reading and numeracy</td>
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<tr>
<td></td>
<td>• Review the effectiveness of Yr 3-6 reading circles</td>
</tr>
<tr>
<td></td>
<td>• Literacy planning documents to include incorporating a range of multi modal texts</td>
</tr>
<tr>
<td></td>
<td>• PAT Maths targets established</td>
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</table>

|        | • Teachers feedback progress on agreed ARPs at PL sessions |
|        | • All student reading data be tracked and monitored by Assistant Principals |
|        | • ILPs established for students showing less than one year’s growth |
|        | • 70% of staff consider themselves ‘an expert’ teacher of reading |
|        | • Students articulate in understanding their learning |
|        | • All staff have a differentiation learning goal in their own P&D plan |
|        | • NAPLAN review presented to School Council and parents |
|        | • All staff to develop P&D learning goal on personalised learning |
|        | • Identified students training to be peer tutors |
|        | • All staff observed Yr 3-6 conducting reading circles |
|        | • Using multi modal texts incorporated into the staff PL schedule |
## Year 3

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<th>Goals</th>
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<tr>
<td>Yr 3-4 consolidating literacy circle roles</td>
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<td>Yr 5-6 independently conducting literacy circles</td>
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<tr>
<td>Yr 3-6 consolidating Author Studies</td>
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<tr>
<td>Metalanguage and using multi modal texts embedded in team planning</td>
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<tr>
<td>Lunchtime bookclubs established</td>
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<tr>
<td>Continue Peer observations to monitor student learning</td>
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<tr>
<td>Continue to conduct parent information sessions delivered by students on effective reading strategies</td>
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<tr>
<td>Continue student peer coaching program in reading and numeracy</td>
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<tr>
<td>Involve students in the analyse of NAPLAN</td>
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<tr>
<td>Analyse student reading numeracy growth performance</td>
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<table>
<thead>
<tr>
<th>Achievements</th>
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<tbody>
<tr>
<td>Literacy circles goals appear in staff P&amp;D plans</td>
</tr>
<tr>
<td>80% of staff consider themselves ‘an expert’ teacher of reading</td>
</tr>
<tr>
<td>20+ students attending bookclubs</td>
</tr>
<tr>
<td>All classroom teaching staff being observed one time per term and receiving feedback from agreed peer</td>
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<tr>
<td>Students trained by literacy leader on peer coaching techniques</td>
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<tr>
<td>Students attend NAPLAN focus groups</td>
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<td>Analysis of growth data presented to School Council</td>
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## Year 1

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<th>Goals</th>
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<tr>
<td>Establish ICT Professional Learning Team</td>
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<tr>
<td>Teachers to work with students to develop learning goals</td>
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<tr>
<td>Inquiry based curriculum reviewed to include deep understandings and student interest</td>
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<tr>
<td>Staff to develop an agreed position as to what effective learning intentions and success criteria looks like at PRPS</td>
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<tr>
<td>Leadership to investigate schools implementing successfully learning intentions and success criteria in Maths</td>
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<tr>
<td>Trial group identified to explore implementing learning intentions and success criteria in mathematics.</td>
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<thead>
<tr>
<th>Achievements</th>
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<tr>
<td>ICT PLT formed and meeting two times per term</td>
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<tr>
<td>Student learning goals published on GenED</td>
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<tr>
<td>Integrated inquiry unit reviewed by staff and students.</td>
</tr>
<tr>
<td>Excursions and incursions reviewed to identify relevance to the curriculum units</td>
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<tr>
<td>Eight GenEd tasks published on GenEd per term.</td>
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<tr>
<td>Learning Intentions and success criteria in Maths visible in all classrooms</td>
</tr>
<tr>
<td>Trial teachers to present their finding to staff via PL process</td>
</tr>
<tr>
<td>ICT curriculum audit conducted</td>
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<tr>
<td>Expert teachers to conduct one PL session for staff per term.</td>
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### Engagement

Develop an agreed understanding of instructional practice by staff and parents that promotes greater opportunities for student personalised learning.
- Regular feedback provided to students on their learning progress
- Teachers explicitly communicating to students learning intentions and relevance
- ICT PLT to audit ICT in the curriculum
- Expert ICT teachers identified
- Individual Learning Plans (ILPs) developed for Students At Risk, those in Out of Home Care, PSD and Koorie students
- Investigate Web2.0 tools to facilitate learning.
- Develop activities whereby students teach other students and parents about Cyber-safety / Drug Ed, Anzac Day etc
- Implement regular student forums with school leadership
- Lunchtime Extra Curricula activities introduced
- Investigate possible instructional models of learning

| Year 2 | E-Potential survey completed by all staff
|        | ILPs managed by Assistant Principals
|        | Cross-age teaching taking place
|        | Parents surveyed about their preferred method of communication
|        | Students forums to be conducted three times per term
|        | Students surveyed to find out what activities they would like to see running at lunchtime
|        | Instructional models presented to staff for comment
|        | Students involved in the planning and delivery of lunchtime activities
|        | Staff PL sessions devoted to effective instructional models
|        | Trial student conferences with learning goals
|        | All staff using learning intentions and success criteria in Maths
|        | Students using success criteria to set personal goals
|        | Staff to trial learning intentions and success criteria in reading and writing
|        | All students in Yr3-6 conferencing with teacher one time per term
|        | 80% of students can articulate success criteria and their position in the learning process
|        | Learning intentions and success criteria visible in all classrooms

| Year 3 | Embed student conferences with learning goals
|        | All staff using learning intentions and success criteria in Maths
|        | Students using success criteria to set personal learning goals
|        | All students in Yr 3-6 conferencing with teacher one time per term
|        | 100% of staff comfortable using learning intentions and success criteria in literacy and numeracy
|        | 80% of students comfortable developing
| Year 1 | • Establish Wellbeing Professional Learning Team  
• Develop F-6 Scope and Sequence Positive Education program  
• Develop focus parent / student groups to review student safety issues  
• Conduct Wellbeing Week  
• Investigate suitable welfare initiatives for students at risk  
• Promote Positive Education into the school community  
• Student focus group established to identify unsafe play areas in the school  
• Positive Education activities recorded in year level planning documentation  
• Happiness Survey completed by Yr, 3-6 students  
• Knox/Yarra Ranges Resilience survey conducted for students Yr4-6  
• Wellbeing PLT to visit The Peninsula School  
• Daily High Intensity PE (15 minutes)  
• E-smart / Cyber-safety programs trialled by teachers.  
• Transitions into (Preptastic), through and out of the school reviewed by staff  
• Leadership to review how other schools deliver transition  
• E-smart and Healthy Together Victoria Action plan established | personal learning goals | Wellbeing PLT formed and meeting two times per term  
• Scope and Sequence Pos Ed program being trialled by classroom teachers  
• Focus group meetings conducted and findings published in the school’s newsletter  
• Parents and students surveyed to measure the success of Wellbeing Week  
• Consultation with school’s psychologist as to what possible programs available to trial  
• At least one Positive Education article per term published in the school’s newsletter  
• Unsafe areas mapped and discussed with staff  
• Year level documentation refined to include Positive Education activities  
• Happiness Survey results discussed by Wellbeing PLT, staff and published in the newsletter  
• Data from Resilience survey presented to staff and compared with neighbouring schools  
• Student Beep Test results analysed  
• Wellbeing team to complete DEECD online Safety program  
• New Prep families and Exiting students and families surveyed to gauge their feelings on the school’s transition process  
• Action plan achievement milestones achieved |
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
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</table>
| - Document a school strategy to manage transitions in, through and out of the school.  
  - Survey exiting Yr 6 and new F families on their views of the transition process  
  - Embed F-6 Positive Education program  
  - Train and Implement peer mediators in the yard  
  - Staff to embed positive education and philosophy into daily classroom routines  
  - Conduct social welfare programs in Yr 3-4  
  - Review Positive Education program F-6  
  - Conduct Knox/Yarra Ranges Resilience survey  
  - Develop strategy to manage whole school wellbeing delivery  
  - Review daily high intensity PE program  
  - Embed e-smart and cyber safety across the school  
  - Conduct happiness survey  
  - E-smart and Healthy Together Victoria Action plan continued | - Focus group including parents, students teachers established to document transition process  
  - Survey monkey developed to measure parent satisfaction of the transition process  
  - Peer mediations (10+) trained by Welfare leader to work in the yard with students  
  - All staff to have positive education P&D goal  
  - Time provided (one hour) in the timetable to accommodate sYr3-4 social welfare program  
  - Survey data presented to staff and parents  
  - Action plan created to address survey issues  
  - Student fitness beep test data recorded and analysed by staff  
  - Students in Yr 3-6 to set fitness goal per term  
  - Action plan achievement milestones achieved  

| Year 3 | | - Implement multi age circles / positive education and social skills activities F-5 conducted by teachers and Yr 6 students  
  - Continue to train peer mediators  
  - Review whole school wellbeing delivery model  
  - Conduct Knox/Yarra Ranges Resilience survey  
  - Review daily high intensity PE program  
  - Embed e-smart and cyber safety across the school  
  - Conduct happiness survey  
  - Review peer mediation model | - Four sessions of circle / positive education / social skills conducted by Yr 6 students per term  
  - Peer mediators training completed by March for new inductees  
  - Focus group established to review wellbeing delivery model  
  - Students in Yr 3-6 to set fitness goal per term  
  - E-smart accreditation achieved  
  - Healthy Togethers Victoria accreditation achieved |
### Productivity

Review the allocation of resources and impact on student learning outcomes through the program budget process.

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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| • Devise a long term school professional learning plan  
• Continue to update school’s staffing plan with projected vacancies  
• Develop five year maintenance plan  
• Ensure timetables allow for maximising literacy and numeracy instruction  
• Develop a sustainable ICT five year resourcing plan  
• Curriculum Budgets reflect Strategic Plan initiatives  
• Ensure staff P&D plans incorporate strategic plan goals  
• Progress on five year plan published for feedback to the school’s community  
• Establish position on School Council to investigate available grants  
• Finance Committee meets monthly to manage school spending | • Review school professional learning plan  
• Review school’s staffing plan  
• Review five year maintenance plan  
• Review curriculum time allocation  
• Investigate possible grants available to the school  
• Curriculum Budgets reflect Strategic Plan initiatives  
• Survey parents, teachers and students to find where they believe maintenance focus should be directed  
• Leadership to regularly check teacher’s work programs  
• Five Year ICT Action Plan established  
• Finance Committee meets monthly to manage school spending | • Review school professional learning plan  
• Review school’s staffing plan  
• Review five year maintenance plan  
• Review curriculum time allocation  
• Establish focus groups to evaluate the resourcing of school programs  
• Ensure staff P&D plans incorporate strategic plan goals  
• Progress on five year plan published for feedback to the school’s community  
• Finance Committee meets monthly to manage school spending |