School Strategic Plan
St Kilda Primary
School
No: 1479

2016 - 2019

Endorsement by School Principal	Signed: _____ Name: Sue Higgins Date: 6 December 2016
Endorsement by School Council	Signed: _____ Name: Ben Pratt Date: 6 December 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed: _____ Name: Sarah Burns Date:

School Profile

Purpose	'Live for today, learn for tomorrow, be the future.' St Kilda Primary School believes that to be successful learners we need to know how to learn, to love learning, to be resilient, to problem solve, to think laterally, and view life as an opportunity to learn, no matter how old we may be.
Values	**Our school values are:** - **Love of Learning** - We have a vibrant learning and teaching environment that creates lifelong independent learners. - **Respect** - Each individual is treated with respect and trust and decisions made are valued and supported. - **Teamwork** - Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements. - **Friendliness** - We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive. - **Creativity** - We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches. - **Resilience** - We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community. These values support our students in becoming positive young people within our immediate and broader community.
Environmental Context	St Kilda PS is on Brighton Road St Kilda. The St Kilda Town Hall, which is on the corner of Brighton Road and Carlisle Street, on its northern boundary, Chapel Street on the eastern boundary and Dickens Street forms the southern boundary. In recent years property values have risen steeply, as with all inner suburban areas and as a result the character of the student population has started to change. In stark contrast there has also been an increase in transient families, particularly families with complex welfare needs, including refugees, and this has contributed to

the diverse student population. A marked increase in apartment buildings replacing single dwellings has contributed to the evolving demographic and has contributed to a steady increase in enrolments.

St Kilda PS was established in 1875 and has a long history of providing education for the students of the district. During the war it was closed temporarily and used as a hospital. The original solid brick building is classified by the National Trust and currently houses the administration area, staffroom and classrooms. In 1914 an 'infant school' of six classrooms opening off a central hall was added. This was followed in the 1960s by a LTC to provide additional classrooms and in 1973 a library and hall were added. In 2007 the LTC was extensively remodelled to provide learning spaces with greater flexibility, and is now referred to as the Sakura Centre. In 2009 a gymnasium was built to one end of the library/hall building and these two buildings were joined with an operable wall which increases their flexibility.

A major building programs occurred in 2011. As part of the 'Building the Education Revolution' (BER), the Department of Education and Early Childhood Development (DEECD) provided four classrooms and a library space that is utilised as an 'early learning centre' and is referred to as the Manabi Centre (meaning 'learning' in Japanese).

Major refurbishment of the Junior School Building, now referred to as the Shiawase Building and the Main Building (MB) were undertaken as part of the BER program. $500,000 was committed by DEECD to improve these facilities. Works were completed in 2011.

Under the Supplementary Grants Program sections of the Shiawase Building roof and the MB roof were replaced with slate, the internal stairwell was replaced, significant cracks in a lintel (Shiawase Building) and a wall (MB) were repaired and a new entrance ramp to the MB was installed (Brighton Road). These works cost $330,000.

The school received Condition Assessment Report (CAR) funding from The Department of Education and Training (DE&T) in 2014. Works were undertaken to create greater flexibility in teaching and learning spaces and to provide community spaces. Funding from DE&T was $183,966.00. School Council contributed $75,046.25 towards the extensive project.

Additional works undertaken from 2012 to 2016:

| | glass/timber walls were installed in the Sakura Centre to better distinguish learning areas hearing loops were installed in specific spaces in the MB, Sakura Centre, Shiawase Building and King's Hall 35 air-conditioners were installed across the school refurbished 2 classrooms upstairs (MB) repainted, recarpeted and rewired the Sakura Centre installed new switchboards in the MB and Sakura Centre refurbished the 'old canteen' and created a new learning space for our Japanese program, including the installation of a new wall and external door created a new storage area in the Sakura Centre two external doors were installed in rooms 66 and 78 of the Sakura Centre painted a beautiful mural with a local artist on the Sakura Centre blinds were installed in every room/area with the exception of the Performing Arts and Visual Arts rooms a wall was installed to create a new sick bay at the end of room 41 (MB) the old sick bay was transformed into an office space for our Assistant Business Manager a storeroom was converted into an office for our Business Manager a new shower was installed in the Shiawase Building a substantial amount of furniture has been purchased to meet the increase in student and staff numbers, including: student tables, chairs, bag storage lockers, staff desks and chairs, all new staffroom furniture a new photocopier has been purchased the school's digital technologies infrastructure has expanded to accommodate the growing technological needs 4 interactive whiteboards, laptops and iPads have been purchased, and storage trolleys purchased to accommodate the devices as part of our school's Grounds Masterplan the following works have been undertaken: a watering system was installed on our oval ($40,000), asphalting works have been undertaken to ensure there are no trip hazards across the school grounds additional trees, including 2 elm trees have been planted external speaker shave been installed a new school fence has been installed along Brighton Road and part of Dickens Street, and new fencing around our productive garden has been installed |

- a new play area has been created – The Enchanted Garden. This area has magnificent feature gates and is loved by the children – creative, imaginary, exploratory, collaborative play!
- a shed has been erected
- new seating has been installed (Replas)
- an arbour was constructed
- logs have been strategically placed to create a border around our oval
- compliance and OH&S inspections have been undertaken as scheduled including, but not limited to: FES – fire hydrants/hoses, gutters/downpipes, playground equipment, locks, fans/exit signs/emergency lighting, trees, pests, e-tagging, and asbestos

Enrolments continue to grow steadily. 2011 - 399 students, 2012 – 439 students, 2013 – 496 students, 2014 – 526 students, 2015 – 559 students, ands 2016 – 569 students. The student population is mixed and while rising property prices are having an effect there are also a number of students living in housing commission and emergency housing. The SFO for the school is currently 0.24, we have 34 EAL students, 9 Indigenous and Torres Strait Islander students, 11 children funded under the Program for Students with Disabilities including 6 children funded at Level 2, 3 children at Level 3 and 2 children funded at Level 4.

A strong sense of community leads to a high level of parental involvement in the school. A proactive communication plan ensures all parents are well informed about every aspect of school life. In 2016 the school introduced student digital portfolios as a strategy to enhance to school/home partnership and to lead to regular communication about the learning occurring across the school. The portfolios further complement year level blogs, the school's website, Konnective and Parent Facebook as means of communication. In addition the school has developed strong relationships with a number of community organisations including the Australian Ballet, City of Port Phillip and the Eco Centre. The school enjoys strong support from the community for its many social and fundraising activities and is viewed as the community hub.

The school has a strong, collaborative, dynamic staff that is diverse, committed and focussed. We value teamwork and provide regular ongoing support for teams to be able to work productively and effectively to maximise learning opportunities for all students. We have a strong focus on developing the whole child in preparation for their future, and our participation in the New Pedagogies for Deep Learning project well supports our thinking and direction.

| | We have a very proactive welfare team that supports the needs of children and their families and provides support for all staff. We employ a speech therapist (1 day per week) and have a counsellor on site weekly. We also have numerous partnerships with external agencies to address the welfare needs of our children.

The school has developed a very strong Language Other Than English (LOTE) program in Japanese. Through the City of Port Phillip (CoPP) sister city program a sister school relationship has been established with Ishigase Elementary School (IES) in Obu and a strong exchange program is in place. In 2016 we celebrated our 20th Anniversary and travelled to IES with 11 children and 5 staff. In 2017 SKPS will welcome Ishigase once again to our community.

Sustainability is a strong school community focus. In 2016 we employed a staff member (2 days per week) to drive our sustainability program. We are the recipients of the '2016 Waste Primary School of the Year' award and this is the result of the community working together to make a difference to our environment. We are focussed on all aspects of sustainability including: biodiversity, waste reduction, water use, and energy saving practices. |
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Strategic Direction

Achievement	Key improvement strategies
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.	*Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.*
Goals *Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.*	To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community.	▪ Establish agreed good practice and ensure it is implemented across the school ▪ Develop the role of the teacher as an activator of learning ▪ Engage students in the learning process by identifying and using student voice (interests, talents and academic needs) to drive the focus for learning ▪ Use a variety of learning, feedback and assessment strategies to scaffold and personalise the learning
Targets *Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.*	▪ 15% improvement in children working above the expected level in literacy and numeracy according to teacher judgement compared to 2015 ▪ 30% of Year 5 children showing 'high' growth in NAPLAN in numeracy, reading and writing ▪ Less than 20% of Year 5 children showing 'low' growth in NAPLAN in numeracy, reading and writing	

	- **▪** NPDL teacher survey results: there will be at least a 15% improvement in the following responses: ○ Taking the role as an activator of learning ○ Using a variety of learning, feedback and assessment strategies to scaffold and personalise the learning ○ Using strategies to develop deep learning competencies
Theory of action (optional) *The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.*	When there is a precision and consistency of practice and expectations across a school, both teachers and students can build their skills and knowledge most effectively. Teachers are most effective and have the greatest impact on student learning when they serve as activators of learning through offering feedback, supporting metacognition, supporting challenging goals and monitoring learning and teaching. Clarity of learning goals allows teachers to focus the teaching more effectively and students to learn more efficiently. When students are cognitively, emotionally and socially engaged and school is 'irresistibly engaging' they achieve a higher level of academic success.

Achievement	Actions	Success Criteria
Goal: To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community. **Year 1**	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.	Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour.

	Actions	Success Criteria
	▪ Establish agreed good practice and ensure it is implemented across the school ▪ Review and document our current expectations of practice ▪ Ensure all teams are using the backward planning model to guide term planning and are beginning to consider the students' interests and needs ▪ Review the new pedagogical practice to learning and teaching in Prep/Year 1 and monitor the impact on student achievement ▪ Use the 2015/2016 Term/Year planners to inform the learning and teaching in 2017 ▪ Develop digital portfolios with a purpose to: o support the development of student voice by supporting reflection and goal setting o support the development of teachers' skills in the area of feedback o to support the role of the teacher as activator of learning ▪ Administer all 5 staff survey modules to gather baseline data to support NPDL staff survey ▪ Establish the role of Year Level Team Leaders (including specialist team)	▪ A document identifying the key effective practices for Prep - 2 ▪ Term/Year planning documents recording the identified key skills and understandings taught consistently across the school ▪ 2017 learning and teaching overview show that previous experiences have been considered and built upon ▪ PD sessions focusing on constructive and timely feedback and activating the next learning challenge ▪ Teacher judgement data shows that the following percentage of children are working 12 months above expected level:

Key: 2016 target   2015 data

	Reading & viewing	Writing	S and L	Number
Prep	7% (4%)	4% (1%)	7% (0%)	7% (3%)
Y1	5% (0%)	5% (1%)	5% (0%)	5% (1%)

▪ Teacher judgement data shows that the following percentage of children are working 6 months above expected level:

Key: 2016 target   2015 data

	Reading & viewing	Writing	S and L	Number
Prep	28% (21%)	20% (16%)	7% (1%)	26% (23%)
Y1	40% (38%)	24% (20%)	15% (10%)	27% (26%)

		▪ Staff Survey baseline data analysed and targets and actions identified
Year 2	▪ Develop the role of Year Level Team Leaders to ensure there is consistency in expectations of planning and practice ▪ Develop deeper key inquiry questions on the backward planners that will focus on the skills and knowledge required to answer the questions to ensure deep learning ▪ P-2 focus on the development of resources to support consistency of practice in reading ▪ 3-6 focus on the development of resources to support consistency of practice in the use of the writer's notebook ▪ Support graduate and returning teachers through an intense professional learning and classroom observation program ▪ Development of success criteria (linked to 6Cs skills and knowledge) for assessment tasks so that the purpose and expectations of the learning is visible to the children to support deep learning ▪ Teachers will use the success criteria to ensure that the feedback is specific, focused and supports deep learning ▪ Clarify the role of teacher as activator of learning and develop digital resources, eg videos, that will support consistent practice and deep learning experience for the children ▪ Staff analyse the impact of feedback on student attitude to learning	▪ Year level Team Leaders have clear role expectations and begin to develop the capacity to lead the professional learning for their team ▪ Backward planning shows evidence of success criteria being developed (also visible in classrooms) ▪ Sustainable system for storing planners for easy reference ▪ Constructive feedback that links to success criteria evident in Seesaw ▪ Resource package of what a 'Teacher as Activator of Learning' looks like at SKPS ▪ Induction and support program for new and returning teachers ▪ Continued improvement in teacher judgements from P-2 (as a result of improved practice) ▪ Student survey data (SATSS Year 5-6 and Learning Power Survey Years 3 - 6) shows improvement in key areas (to be determined when the new SATSS is available) ▪ Summary of initiatives that demonstrate actions, success and impact (NPDL) ▪ Staff Survey data/NPDL survey data targets (determined at end of 2016)
Year 3	▪ Continue to develop the role of Year Level Team Leaders to ensure there is consistency in expectations of planning and practice ▪ Continue to develop deeper key inquiry questions that reflect consideration of student voice and encourage student agency ▪ Continue the development of success criteria (linked to 6Cs skills and knowledge) for assessment tasks so that the purpose and	▪ Year Level Team Leaders have clear role expectations and begin to feel empowered to lead the professional learning for their team ▪ Backward planning shows evidence of success criteria being developed (also visible in classrooms) ▪ Constructive feedback that links to success criteria evident in Seesaw ▪ Target student reflections show an increase in complexity and depth

	expectations of the learning is visible to the children to support deep learning ▪ Refine how teachers use the success criteria to ensure that the feedback is specific, focused and supports deep learning ▪ Staff analyse the impact of feedback on student attitude to learning and refine practice	▪ Continued improvement in teacher judgements from P-3 (as a result of improved practice) ▪ Student survey data (SATSS and Learning Power Survey) shows improvement in key areas (to be determined when the new SATSS is available) ▪ Summary of initiatives that demonstrate actions, success and impact (NPDL) ▪ Staff Survey data/NPDL survey data targets (determined at end of 2016)
Year 4	▪ Year Level Team Leaders consolidate their skills and drive professional learning within their teams ▪ The consolidation of deep key inquiry questions that reflect consideration of student voice and encourage student agency ▪ Ensure success criteria is visible and being used to inform feedback to students on their learning and future goals ▪ Continue to develop a digital resource package to create a sustainable approach for the future ▪ Staff analyse the impact of feedback on student attitude to learning and refine practice	▪ High level of consistency in planning and practice across the school ▪ Backward planning shows evidence of success criteria (also visible in classrooms), student voice and agency ▪ Student reflections show an increase in complexity and depth ▪ Resource package of what a 'Teacher as Activator of Learning' looks like at SKPS continues to be developed ▪ Continued improvement in teacher judgements from P-3 (as a result of improved practice) ▪ Student survey data (SATSS and Learning Power Survey) shows improvement in key areas (to be determined when the new SATSS is available) ▪ Summary of initiatives that demonstrate actions, success and impact (NPDL) ▪ Staff Survey data/NPDL survey data targets (determined at end of 2016)

Engagement		Key improvement strategies
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. *Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.*		
Goals	Build a community of learners who are all actively engaged in the learning process and share the same values and beliefs.	▪ Establish new learning relationships between and amongst all learners: students, teachers and parents
Targets	▪ Identification of an effective tool for measuring student engagement at school (cognitive, social and emotional) that will allow us to target our action ▪ Parent Opinion Survey regarding parent input, stimulating learning, and reporting shows an improvement of 0.2 (mean).	▪ Define clear collaborative processes and measures to engage families with student learning and communicate progress
Theory of action	Strong internal accountability is created when all members of the school learning community share the same beliefs and understanding about learning. When schools shift the focus from teaching to a deeper understanding of the process of learning and how teachers can influence it, a strong collaborative professional learning community is formed. When schools cultivate collaborative cultures, where teachers become more precise in knowing which strategy is most appropriate for that learner and that task, deeper learning occurs. Shifts in practice occur when there is a focus on capacity building of the teachers within a school to ensure sustained improvement. When parents are actively engaged in their child's learning process and understand the learning goals of the school they can have a strong impact on the level of engagement of their child in learning.	▪ Use strategies to deepen the understanding of the school community around the deep learning competencies

Engagement	Actions	Success criteria
Goal: Build a community of learners who are all actively engaged in the learning process and share the same values and beliefs. **Year 1**	▪ High level of support given to teams to discuss skills and knowledge that the children need: 　o Leading teacher dedicated to learning and teaching 　o External PhD researcher supporting Year 1 maths planning 　o Participation in the Challenging Maths Project 　o Linking 6Cs to all key learning areas ▪ AP supporting Team Leaders and Leading Teachers to communicate the focus of the learning in the classroom to the wider community ▪ Focus on developing an understanding of the learning journey of a child at SKPS ▪ Staff meetings/curriculum days will focus on providing opportunities to create shared language and understanding to support the collaborative process ▪ Ensure targeted professional learning for all staff including trialling the use of a Staff Google Classroom (flipped classroom) to support deepening the knowledge level and providing opportunity for feedback ▪ Prep 2016 Parent Transition Program improved in response to the feedback from the 2015 program ▪ Seek feedback, review and consolidate the way we currently communicate with parents around student learning, ie Seesaw and blogs ▪ Welfare Team meet with teachers to identify support required to ensure key children remain engaged at school ▪ Welfare team work in conjunction with Launch/Education Pathways program to support families in crisis to ensure they attend school and have positive experiences. ▪ Working with parents who have had negative mind sets and school experiences in regard to education ▪ Working with external agencies to provide support for children to be able to fully engage and connect with peers and school	▪ Staff meeting focus adapted to meet the needs of staff ▪ Team meeting minutes ▪ School based professional learning is documented on Google Drive ▪ AP coaching Year Level Team Leaders ▪ Year Level Team Leaders establish action plans ▪ Staff Survey data/NPDL survey data targets (determined at end of 2016) ▪ School based survey administered to measure the impact of Seesaw and current communication streams ▪ 50% attendance at the Prep Parent transition sessions ▪ 50% of New Prep parents connected via Konnective ▪ Welfare minutes, attendance data, reports, feedback from staff, agencies and the broader community

Year 2	- High level of support given to teams to discuss skills and knowledge that the children need - Engaging staff in the Collaborative Inquiry Cycle based on the needs of the team (driven by the Year Level Team Leaders with support from Leadership Team) - Develop understanding around the use of Google Classroom as a tool to support learning - Continue to develop an understanding of the learning journey of a child at SKPS - Staff meetings/curriculum days will continue to focus on providing opportunities to create shared language and understanding to support the collaborative process - Continue to ensure targeted professional learning for all staff - Prep 2017 Parent Transition Program improved in response to the feedback from the 2016 program - Seek feedback, review and consolidate the way we currently communicate with parents around student learning, ie Seesaw and blogs - Welfare Team continue to meet with teachers to identify support required to ensure key children remain engaged at school - Welfare team continue to work in conjunction with Launch/Education Pathways program to support families in crisis to ensure they attend school and have positive experiences. - Continue working with parents who have had negative mind sets and school experiences in regard to education - Continue working with external agencies to provide support for children to be able to fully engage and connect with peers and school	- Staff meeting schedule incorporates an opportunity for feedback from staff regarding effectiveness of PD, suggested action for them for the future and suggestions for future PD approach - Team meeting minutes - School based professional learning is documented on Google Drive - AP coaching Year Level Team Leaders - Year Level Team Leaders establish action plans - Staff Survey data/NPDL survey data targets (determined at end of 2016) - School based survey administered to measure the impact of Seesaw and current communication streams 50% attendance at the Prep Parent transition sessions 50% of New Prep parents connected via Konnective - School based survey administered to measure the impact of Seesaw and current communication streams - Welfare minutes, attendance data, reports, feedback from staff, agencies and the broader community
Year 3	- High level of support given to teams to discuss skills and knowledge that the children need - Engaging staff in the Collaborative Inquiry Cycle based on the needs of the team (driven by the Year Level Team Leaders with support from Leadership Team)	- Staff meeting schedule incorporates an opportunity for feedback from staff regarding effectiveness of PD, suggested action for them for the future and suggestions for future PD approach - Team meeting minutes

	- Continue to develop an understanding of the learning journey of a child at SKPS - Staff meetings/curriculum days will continue to focus on providing opportunities to create shared language and understanding to support the collaborative process - Continue to ensure targeted professional learning for all staff - Prep 2018 Parent Transition Program improved in response to the feedback from the 2017 program - Seek feedback, review and consolidate the way we currently communicate with parents around student learning, ie Seesaw and blogs - Welfare Team continue to meet with teachers to identify support required to ensure key children remain engaged at school - Welfare team continue to work in conjunction with Launch/Education Pathways program to support families in crisis to ensure they attend school and have positive experiences. - Continue working with parents who have had negative mind sets and school experiences in regard to education - Continue working with external agencies to provide support for children to be able to fully engage and connect with peers and school	- School based professional learning is documented on Google Drive - AP coaching Year Level Team Leaders - Year Level Team Leaders establish action plans - Staff Survey data/NPDL survey data targets (determined at end of 2016) - School based survey administered to measure the impact of Seesaw and current communication streams 50% attendance at the Prep Parent transition sessions 50% of New Prep parents connected via Konnective - School based survey administered to measure the impact of Seesaw and current communication streams - Welfare minutes, attendance data, reports, feedback from staff, agencies and the broader community
Year 4	- High level of support given to teams to discuss skills and knowledge that the children need - Engaging staff in the Collaborative Inquiry Cycle based on the needs of the team (driven by the Year Level Team Leaders with support from Leadership Team) - Continue to develop an understanding of the learning journey of a child at SKPS - Staff meetings/curriculum days will continue to focus on providing opportunities to create shared language and understanding to support the collaborative process - Continue to ensure targeted professional learning for all staff	- Staff meeting schedule incorporates an opportunity for feedback from staff regarding effectiveness of PD, suggested action for them for the future and suggestions for future PD approach - Team meeting minutes - School based professional learning is documented on Google Drive - AP coaching Year Level Team Leaders - Year Level Team Leaders establish action plans - Staff Survey data/NPDL survey data targets (determined at end of 2016) - School based survey administered to measure the impact of Seesaw and current communication streams

	- Prep 2019 Parent Transition Program improved in response to the feedback from the 2018 program - Seek feedback, review and consolidate the way we currently communicate with parents around student learning, ie Seesaw and blogs - Welfare Team continue to meet with teachers to identify support required to ensure key children remain engaged at school - Welfare team continue to work in conjunction with Launch/Education Pathways program to support families in crisis to ensure they attend school and have positive experiences. - Continue working with parents who have had negative mind sets and school experiences in regard to education - Continue working with external agencies to provide support for children to be able to fully engage and connect with peers and school	50% attendance at the Prep Parent transition sessions 50% of New Prep parents connected via Konnective - School based survey administered to measure the impact of Seesaw and current communication streams - Welfare minutes, attendance data, reports, feedback from staff, agencies and the broader community

Wellbeing	Key improvement strategies
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.	

Goals	To have an environment that supports students to develop positive mental health and key strategies to engage in positive learning experiences.	▪ Developing a play based/student centred learning program that supports students to develop the key skills required to be self-motivated, investigative learners ▪ Create an outdoor environment that encourages students imaginative play and interpersonal skills/character building ▪ Incorporate the deep learning competencies into the school culture ▪ Create an environment that supports and encourages safe, ethical and responsible use of digital tech to ensure our students have the skills and knowledge to be able to learn, engage and communicate ▪ Deepening community understanding of the support structure for students in school
Targets	Student Attitude to School Survey: o to remain above the Region and State for all variables o student safety (student relationships) to be above 4.84 (2015 mean factor score) Attendance data: o to reduce the number of students with unexplained absences (2015: 189) o to reduce the number of family holidays taken during term by highlighting the impact on learning Parent Survey: o to remain above school type across all areas of student engagement and student behaviour, and stimulating learning, parent input and reporting (school climate)	
Theory of action (optional)	Good mental health is vital for learning and life. Good mental health helps children enjoy and benefit from their everyday experiences, have positive relationships and contribute to their community in ways that are appropriate for their age. Mentally healthy children are able to use positive coping skills to manage feelings and deal with difficulties and are not held back by emotional or behavioural problems.	

Wellbeing	Actions	Success criteria
Goal: To have an environment that supports students to develop positive mental health and key strategies to engage in positive learning experiences. **Year 1**	▪ Support teachers to include the 6Cs in their teaching and feedback practices ▪ Research current theories and practices around the impact of play based/student centred learning ▪ Develop a program in Prep that includes these practices ▪ Review impact of program on student wellbeing and learning ▪ Begin to research and investigate other methods for measuring impact of SMILe Program ▪ Prep/Year 1 teacher transition program ▪ Review the current processes and procedures around the use of digital technology for learning ▪ Engage students in the development of new play spaces and play expectations (play policy) ▪ Review and refine Quality Beginning Program ▪ Review all support programs ie. BoLT in preparation to inform the community in 2017 (teacher and parents) ▪ Identify an effective tool for measuring student engagement at school (cognitive, social and emotional) that will allow us to target our action ie. Learning Power survey to be implemented from Year 3 - 6	▪ Planning documents include a focus on the 6Cs ▪ Implementation of SMILe Program in Prep ▪ Impact of SMILe measured through student achievement data and teacher observations of behaviour and attitudes to learning (NPDL package) ▪ Effective handover and support to 2017 Year 1 staff ▪ Student Acceptable Use of Digital Technology Agreements reflect current practice and expectations ▪ New play space and play policy developed with student and staff input ▪ SKPS Student Support documentation ▪ Updated Quality Beginning Program ▪ Staff meeting dedicated to sharing class based wellbeing programs
Year 2	▪ Continue to support teachers to include the 6Cs in their teaching and feedback practices ▪ Focus on ensuring basic skill development in literacy and numeracy so children have strong self esteem ▪ Continue to review impact of SMILe program on student wellbeing and learning ▪ Review Prep/ Year 1 SMILe program and determine validity of program into Year 2 by investigating how the play based model can be developed to create an environment that continues to supports self-motivated, independent learners	▪ Planning documents include a focus on the 6Cs ▪ Implementation of SMILe Program in Prep and Year 1 ▪ Impact of SMILe measured through student achievement data and teacher observations of behaviour and attitudes to learning (NPDL package) ▪ Effective handover and support to 2018 Year 2 staff ▪ Student Acceptable Use of Digital Technology Agreements reflect current practice and expectations ▪ Play spaces and play policy reviewed ▪ SKPS Student Support documentation updated ▪ Updated Quality Beginning Program ▪ Whole school mindfulness program trialled

	- Refine and embed the current processes and procedures around the use of digital technology for learning - Review the impact of new play spaces and play expectations (play policy) on student engagement (social, emotional and cognitive) inside and outside the classroom and redesign play spaces in response to student feedback - Continue to review impact of all support programs on student engagement (social, emotional and cognitive) - Present all support programs and inform the community (teacher and parents) each semester - Research new support programs and review their relevance to our school - Research and develop a whole school approach to mindfulness - Implement the City of Port Phillip (CoPP) Resilience Survey	City of Port Phillip (CoPP) Resilience Survey implemented and an action plan developed based on the results
Year 3	- Continue to support teachers to include the 6Cs in their teaching and feedback practices - Continue to review impact of SMILe program on student wellbeing and learning - Continue focus on ensuring basic skill development in literacy and numeracy so children have strong self esteem - Consolidate early literacy assessment practices to improve effective early intervention program - Review the current learning environment in Year 2/3 and refine practice - Refine the current processes and procedures around the use of digital technology for learning - Review the impact of new play spaces and play expectations (play policy) on student engagement (social, emotional and cognitive) inside and outside the	- Planning documents include a focus on the 6Cs - Implementation of SMILe Program in Prep and Year 1 - Impact of SMILe measured through student achievement data and teacher observations of behaviour and attitudes to learning (NPDL package) - Effective handover and support to 2019 Year 3 staff - Student Acceptable Use of Digital Technology Agreements reflect current practice and expectations - Play spaces and play policy reviewed - SKPS Student Support documentation updated - Updated Quality Beginning Program - Whole school mindfulness program implemented - City of Port Phillip (CoPP) Resilience Survey implemented and an action plan developed based on the results

	• classroom and redesign play spaces in response to student feedback • Continue review impact of all support programs on student engagement (social, emotional and cognitive) • Implement a whole school approach to mindfulness • Continue to implement the City of Port Phillip (CoPP) Resilience Survey	
Year 4	• Continue to support teachers to include the 6Cs in their teaching and feedback practices • Continue to review impact of SMILe program on student wellbeing and learning • Focus on ensuring basic skill development in Lit and Num so children have strong self esteem • Continue to consolidate early literacy assessment practices to improve effective early intervention program • Review the current learning environment in Year 3/4 and refine practice • Refine the current processes and procedures around the use of digital technology for learning • Review the impact of new play spaces and play expectations (play policy) on student engagement (social, emotional and cognitive) inside and outside the classroom and redesign play spaces in response to student feedback • Continue review impact of all support programs on student engagement (social, emotional and cognitive) • Review the effectiveness of the mindfulness program • Continue to implement the City of Port Phillip (CoPP) Resilience Survey	• Planning documents include a focus on the 6Cs • Implementation of SMILe Program in Prep and Year 1 • Impact of SMILe measured through student achievement data and teacher observations of behaviour and attitudes to learning (NPDL package) • Effective handover and support to 2020 Year 4 staff • Student Acceptable Use of Digital Technology Agreements reflect current practice and expectations • Play spaces and play policy reviewed • SKPS Student Support documentation updated • Updated Quality Beginning Program • Whole school mindfulness program reviewed • City of Port Phillip (CoPP) Resilience Survey implemented and an action plan developed based on the results

Productivity		Key improvement strategies
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.*		
Goals	Create a strong professional learning community that ensures the students at SKPS develop the dispositions that will allow them to reach high levels of achievement	▪ Create and embed clear processes and protocols to support effective communication and embedding of our agreed practice across the school ▪ Deepen the capabilities of all staff to be leaders in the school. ▪ Continue to refine and develop the capacity of teachers to work collaboratively to ensure sustainability of the knowledge and understanding gained each year
Targets	▪ YLTL understand their role and can articulate it to the wider community ▪ A high level of consistency and understanding of practice	
Theory of action	Effective change happens when schools have a clear focus, a clear strategy, recognise that finding solutions takes a collaborative approach and engage in cycles of sharing and clarifying.	

Productivity	Actions	Success criteria
Goal: Create a strong professional learning community that ensures the students at SKPS develop the dispositions that will allow them to reach high levels of achievement **Year 1**	▪ AP and a leading teacher (1.0) released from the classroom to lead curriculum development across the school ▪ Principal and a leading teacher (0.6) coordinate all aspects of wellbeing to meet the complex needs of the community ▪ YLTL are coached and supported to develop their leadership capabilities ▪ Prep and Year 1 teams given extra funding to support the development of the SMILe program ▪ Staff meetings scheduled to support the professional learning of all staff ▪ Develop strong knowledgeable effective teams with a focus on building consistency of practice both within and across teams ▪ Develop documentation that clearly and concisely communicates the expectations of practice ▪ Parents and teachers work together to enhance communication between school and home ▪ Support staff to incorporate authentic purposes for student learning ▪ Implement a comprehensive graduate and returning teacher induction program ▪ Review work force planning to ensure the needs of the school are met	▪ Staff Survey: Professional learning – school level support and feedback to show growth of 5% ▪ Classroom environment supports the pedagogy we are aspiring to ▪ Each team consists of knowledgeable and skilled practitioners with shared understandings and expectations ▪ Prep and Year 1 documents that identify the agreed pedagogies in the areas of literacy, numeracy and SMILe ▪ Development of a school based parent survey relating to effectiveness of communication administered ▪ Backward planning model used extensively ▪ Conducted a graduate and returning teacher induction program ▪ Employment of key staff including: school nurse, sustainability coordinator, welfare coordinator and speech therapist
Year 2	▪ Principal, AP, LT continue to lead curriculum and welfare ▪ YLTL continue to be coached and supported to develop their leadership capabilities, including leading professional learning for their team ▪ Prep to Year 2 teams given extra funding to support the development of the SMILe program	▪ Staff Survey: Professional learning – school level support and feedback to show positive growth ▪ Classroom environment supports the pedagogy we are aspiring to

	- Staff meetings scheduled to support the professional learning of all staff - Continue to develop strong knowledgeable effective teams with a focus on building consistency of practice both within and across teams - Further develop documentation that clearly and concisely communicates the expectations of practice - Parents and teachers continue to work together to enhance communication between school and home - Support staff to incorporate authentic purposes for student learning as determined by children - Review and develop the graduate and returning teacher induction program - Review work force planning to ensure the needs of the school are met	- Each team consists of knowledgeable and skilled practitioners with shared understandings and expectations - Prep to Year 2 documents that identify the agreed pedagogies in the areas of literacy, numeracy and Smile - School based parent survey relating to effectiveness of communication administered - Backward planning model used extensively - Conducted a graduate and returning teacher induction program - Employment of key staff including: school nurse, sustainability coordinator and welfare coordinator
Year 3	- Principal, AP, LT continue to lead curriculum and welfare - YLTL continue to be coached and supported to develop their leadership capabilities, including leading professional learning for their team - Prep to Year 3 teams given extra funding to support the development of the SMILe program - Staff meetings scheduled to support the professional learning of all staff - Continue to develop strong knowledgeable effective teams with a focus on building consistency of practice both within and across teams - Further develop documentation that clearly and concisely communicates the expectations of practice - Parents and teachers continue to work together to enhance communication between school and home - Support staff to incorporate authentic purposes for student learning as determined by children	- Staff Survey: Professional learning – school level support and feedback to show positive growth - Classroom environment supports the pedagogy we are aspiring to - Each team consists of knowledgeable and skilled practitioners with shared understandings and expectations - Prep to Year 3 documents that identify the agreed pedagogies in the areas of literacy, numeracy and Smile - School based parent survey relating to effectiveness of communication administered - Backward planning model used extensively - Conducted a graduate and returning teacher induction program - Employment of key staff including: school nurse, sustainability coordinator and welfare coordinator

	▪ Review and develop the graduate and returning teacher induction program ▪ Review work force planning to ensure the needs of the school are met	
Year 4	▪ Principal, AP, LT continue to lead curriculum and welfare ▪ YLTL continue to be coached and supported to develop their leadership capabilities, including leading professional learning for their team ▪ Prep to Year 4 teams given extra funding to support the development of the SMILe program ▪ Staff meetings scheduled to support the professional learning of all staff ▪ Continue to develop strong knowledgeable effective teams with a focus on building consistency of practice both within and across teams ▪ Further develop documentation that clearly and concisely communicates the expectations of practice ▪ Parents and teachers continue to work together to enhance communication between school and home ▪ Support staff to incorporate authentic purposes for student learning as determined by children ▪ Review and develop the graduate and returning teacher induction program ▪ Review work force planning to ensure the needs of the school are met	▪ Staff Survey: Professional learning – school level support and feedback to show positive growth ▪ Classroom environment supports the pedagogy we are aspiring to ▪ Each team consists of knowledgeable and skilled practitioners with shared understandings and expectations ▪ Prep to Year 4 documents that identify the agreed pedagogies in the areas of literacy, numeracy and Smile ▪ School based parent survey relating to effectiveness of communication administered ▪ Backward planning model used extensively ▪ Conducted a graduate and returning teacher induction program ▪ Employment of key staff including: school nurse, sustainability coordinator and welfare coordinator