State Government **Victoria**

Department of Education and
Early Childhood Development

FINDON
PRIMARY

learning for life

School Strategic Plan for Findon Primary School NMR region 2013-2016

Endorsement by School Principal	Signed…………………………………… (Principal's signature) Name: Angelika Ireland Date: __ /__ / 2012
Endorsement by School Council	Signed…………………………………… (School Council President's signature) Name: Michelle Sapardanis Date: __ /__ / 2012
Endorsement by Regional Director or nominee	Signed: …………………………………… (Regional Director or nominee's signature) Name: Rob Brookes Date: __ /__ / 2012

School Profile

Purpose	The school's vision states: *At Findon Primary School, our vision is that our children will become life-long learners with positive feelings of self-worth. As young adults they must be confident, tolerant, adaptable and resilient. They will be effective team members who understand their rights and responsibilities within a global community.*
Values	The following values are pivotal to the life of our school and how all members of the school community conduct themselves- Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty, Integrity, Respect, Responsibility, and Tolerance. These values are part of the school's everyday 'talk', parent, student and teacher alike. They are embedded within student management and instructional practice.
Environmental Context	Findon Primary School is located in the Northern Metropolitan Region. The school was established in 1986, in an area which was then part of the growth corridor of the Northern suburbs. There are a number of other local schools, the closest of which continues to be one of the largest government primary schools in the state. With the construction of the BER building completed in 2010, the provision of permanent classrooms was increased to 17 with the addition of six new class spaces and the removal of three double Mod 5 relocatables. This has greatly enhanced our capacity to explore and deliver 21C innovative learning utilising the new space. Findon has excellent grounds including a wetlands, vegetable gardens, a chicken pen, a large synthi-grass area catering for basketball, netball, rounders and bat tennis, a newly established synthi-grass soccer field, passive outdoor areas, grassed oval and three allotments of children's play equipment. The community identify these learning/play spaces as being a strength of the school as they support the notion that learning happens not only in a classroom. Our current enrolment is 420 students. The school is organised into four Learning Teams – Prep/Year 1, Years 2/3, Years 4/5 and Year 6, the first three previously being organised as composite classes, with the Year 6 classes being

straight classes. This year, we have retained the Learning Team structure but introduced a combination of straight year levels and composites within each of the first three Learning Teams. This change was made as there were numerous requests from the school community in regard to the provision of straight class options. It also enabled us to trial straight Prep classes to see if this structure improved Maths and English outcomes.

Our SFO Index has increased since the last School Review, moving from 0.56 in 2008 to 0.62 in 2011.The LBOTE proportion has also increased from 0.36 to 0.41 over the same period. This trend indicates a slight shift in the dynamics of our community. Our school community comprises of 17 different nationalities. Many of our students begin school with limited exposure to literacy as indicated by our PEAP (Prep Entry Assessment Program) assessments at the start of the Prep year. About 18% of our students are identified as having English as an Additional Language (EAL); however we do not have many students who enrol in our school who have little or no English. The percentage of families who receive EMA is 45%. Currently we have 7 Koorie students enrolled, this number decreasing over the last two years. In 2011, we had a 0.2 Koorie Education Support Officer allocated to us by the NMR to support the Koorie students and families to make connections with our school and develop KELPS (Koorie Educational Learning Plan) with parents and the teacher. Our school offers a supportive, individualised program for our 11.4 students in the PSD (Program for Students with Disabilities).

The school has a dedicated and professional team of staff who are committed to 'Learning for Life'. The school has 33.45 equivalent fulltime staff - 2 Principal class, 3 Leading Teachers, 20.6 generalist teachers and 7.85 Education Support Officers. There are 19 generalist classrooms with three of these being a shared teaching arrangement. Specialist programs include Physical Education, Performing Arts and Visual Arts, Stephanie Alexander Kitchen/Garden program, Camps and Excursions program, LEAP (Learning Enrichment Activity) Program, with a number of intervention programs also in place such as SELL (Supporting Early Literacy Learning) groups, Language Support Program and Corrective Reading. Teachers work collaboratively in teams to provide a learning environment that has high expectations, develops the full potential of each child and insists on continuous improvement for all students. Our focus is on students acquiring effective literacy and numeracy skills and the integration of ICT across the curriculum, showcased in our 1:1 netbook program for students in Years 4 to 6.

Students are actively encouraged to take responsibility for their learning and behaviour. We work towards developing in our students the ability to problem solve, to take risks with their learning, and to develop a sense of community and global citizenship. The following values are pivotal to the life of our school and the school community - Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty, Integrity, Respect, Responsibility and Tolerance. Findon Primary School has a commitment to building a learning community where all stakeholders are involved in the education of students.

We value the partnership between home and school and invite parents to be part of their children's education. Parent involvement includes being on School Council and the sub-committees, being the Parent Representative for their child's

classroom, assisting in the classroom under the direction of the teacher, and assisting at excursions, fundraisers and special events.
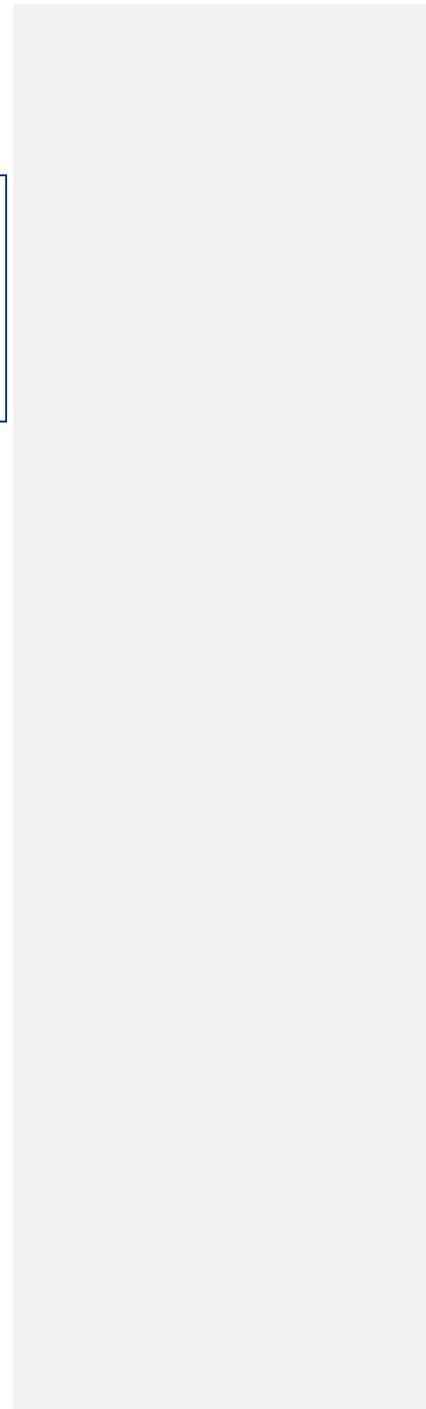
Our school offers a comprehensive program in all areas of VELS (Victorian Essential learning Standards), with the exception of a LOTE (Language Other than English). The Specialist classes are in Performing Arts, Visual Arts and Physical Education. In 2011, we introduced a 1:1 netbook program for all students in Year 4 to Year 6, this being taken up by over 90% of our families. This program has made a significant impact on the learning activities in these year levels in regard to student engagement. All Year 4 to Year 6 classes now have their own Interactive Whiteboard, with the Year Prep to Year 3 classes sharing one in each double classroom. The use of ICT has been greatly enhanced with student and teacher skills increased and the use of Web 2 tools being apparent.

Our school has established numerous partnerships with a range of external agencies, communities groups and tertiary institutions. The school provides pre-service teacher placement with RMIT, Latrobe, University of Melbourne, Deakin and Victoria University. Other partnerships include the Smith Family, Mill Park eLearning Community, Healthy Minds, Nirodah (BoysBiz program), Lalor North College (Student Rock Band), RMIT (Physical Education), Apprenticeships Plus (work placement) and Austin CAHMS (support social and emotion needs for selected parents).

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	1. To improve student achievement in all VELS domains with particular attention to Maths & English from Prep to 6	▪ 80% of students to be at or above expected level in all areas of English and Maths, based on VELS teacher judgement. ▪ To be at or within the SFO range in all areas of English and Maths. ▪ Every child to make one year's growth after one year of teaching based on VELS teacher judgement (0.5) ▪ Year 3 to Year 5 NAPLAN matched cohort growth to exceed SFO range and at or above state mean	1 .Develop a coherent whole school approach focusing on building high levels of teacher knowledge of content and pedagogy in Literacy and Numeracy & Curiosity in line with the NMR Powerful Learning Strategy 2. Build leadership capacity in all staff with the intention of collectively improving student outcomes.
Student Engagement and Wellbeing	1. To improve student engagement and wellbeing 2. To Improve student attendance	▪ All elements of Student Attitudes to School survey at or above 50 percentile, with particular focus on classroom behaviour and student safety ▪ Staff Opinion Survey responses all to be above 50% with particular focus on student behaviour (school) and student behaviour (classroom) ▪ Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour ▪ Absences data to be at or lower than state mean	1. Continue to develop a positive and consistent approach to student behaviour management approach across the school 2. Develop students as independent and engaged learners. 3. Continue with a comprehensive whole school approach to issues of student absence

| **Student Pathways and Transitions** | 1. To continue to refine student transition and pathways from preschool to school, one year level to the next and from primary to post primary. | ▪ To increase parent opinion survey responses to 80% or better. | 1. Develop strategies for all internal transitions

2. Develop communication processes and strengthen parent/ school partnerships. |

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning 1. Develop a coherent whole school approach focusing on building high levels of teacher knowledge of content and pedagogy in Literacy and Numeracy & Curiosity in line with the NMR Powerful Learning Strategy	Year 1	**Investigate / develop** ▪ Theories of action as outlined in the NMR Curiosity and Powerful learning strategy. ▪ Agreed approaches and protocols (philosophy) for Findon that is based on what is known about best practice, 21st century learning ▪ Opportunities for staff to participate in peer observations, coaching and reflection ▪ Consistent whole school assessment schedule. ▪ The use of triangulated data sources to inform explicit teaching practice. ▪ Teachers' knowledge and skill in all aspects of Literacy and Numeracy . ▪ Professional learning focused on differentiated teaching in Literacy and Numeracy ▪ Scope and Sequence in Maths and English in accordance with Australian Curriculum	▪ All teachers will show evidence of the targeted theories of action in classroom practice and planning. ▪ Inquiry learning is becoming evident in classroom practice. ▪ Literacy and Numeracy Protocols evidenced in term planning, weekly programs, and Performance and Development accountability ▪ Whole staff professional learning including Theories of Action ▪ All teachers participate in observations and reflection of teaching practice within teams ▪ All staff are using the Assessment and Reporting Schedule ▪ Teachers effectively use data (triangulated data) to inform all planning and teaching ▪ Differentiated teaching practice will be evident from P-6 ▪ All staff have actively participated in professional learning ▪ Professional Learning Schedule to reflect the focus on exemplary practice and knowledge of Literacy and Numeracy.
	Year 2	**Implement/adapt** ▪ Theories of action as outlined in the NMR Curiosity and Powerful learning strategy. ▪ Agreed approaches and protocols (philosophy) for Findon that is based on what is known about best practice, 21st century learning ▪ Opportunities for staff to participate in peer observations, coaching and reflection ▪ Consistent whole school assessment schedule. ▪ The use of triangulated data sources to inform explicit teaching practice. ▪ Teachers' knowledge and skill in all aspects of Literacy and Numeracy . ▪ Professional learning focused on differentiated teaching in Literacy and Numeracy	▪ Teachers will continue show evidence of the targeted theories of action in classroom practice and planning. ▪ Inquiry learning is being practised in classrooms. ▪ Literacy and Numeracy Protocols as demonstrated in term planning, weekly programs and Performance and Development accountability ▪ Whole staff professional learning in relation to Theories of Action ▪ All teachers will continue to participate in observations and reflection of teaching practice within and beyond teams ▪ All staff continue to use the Assessment and Reporting Schedule ▪ Teachers continue to effectively use data (triangulated) to inform all planning and teaching at the ZPD ▪ Differentiated teaching practice will continue to be evident from P-6 ▪ All staff have actively participated in professional learning ▪ Professional Learning Schedule to reflect the focus on exemplary practice and knowledge of Literacy and Numeracy.

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
	Year 3	**Refine / adapt** ▪ Theories of action as outlined in the NMR Curiosity and Powerful learning strategy. ▪ Agreed approaches and protocols (philosophy) for Findon that is based on what is known about best practice, 21st century learning ▪ Opportunities for staff to participate in peer observations, coaching and reflection ▪ Consistent whole school assessment schedule. ▪ The use of triangulated data sources to inform explicit teaching practice. ▪ Teachers' knowledge and skill in all aspects of Literacy and Numeracy . ▪ Professional learning focused on differentiated teaching in Literacy and Numeracy	▪ Teachers will show greater evidence of ALL theories of action in classroom practice and planning. ▪ Strong evidence of Inquiry learning in classrooms. ▪ Literacy and Numeracy Protocols as demonstrated in term planning, weekly programs and Performance and Development accountability ▪ Whole staff professional learning in relation to Theories of Action will continue as required ▪ All staff continue to use the Assessment and Reporting Schedule ▪ Teachers continue to effectively use data (triangulated) to inform all planning and teaching at the ZPD ▪ All staff will continue to participate in professional learning, peer observations and reflection of teaching practice within and beyond teams ▪ Professional Learning Schedule to reflect the focus on exemplary practice and knowledge of Literacy and Numeracy.
	Year 4	**Evaluate as per 2016 School Self Evaluation** ▪ Theories of action as outlined in the NMR Curiosity and Powerful learning strategy. ▪ Agreed approaches and protocols (philosophy) for Findon that is based on what is known about best practice, 21st century learning ▪ Opportunities for staff to participate in peer observations, coaching and reflection ▪ Consistent whole school assessment schedule. ▪ The use of triangulated data sources to inform explicit teaching practice. ▪ Teachers' knowledge and skill in all aspects of Literacy and Numeracy . ▪ Professional learning focused on differentiated teaching in Literacy and Numeracy	▪ Teachers will show greater evidence of ALL theories of action in classroom practice and planning ▪ Inquiry learning is embedded in classroom practice across the school. ▪ All staff will continue to use and refine the Literacy and Numeracy Protocols as demonstrated in term planning, weekly programs and Performance and Development accountability ▪ Whole staff professional learning in relation to Theories of Action reviewed and realigned ▪ All teachers will continue to participate in observations and reflection of teaching practice within and beyond team ▪ Assessment schedules to be evaluated and all staff continue to use the Assessment and Reporting Schedule with specific time allocated to moderation across whole school ▪ Teachers will continue to use data (triangulated) effectively to inform all planning and teaching at the ZPD and demonstrate a greater depth of understanding. ▪ Differentiated teaching practice from P – 6 will common practice.
3.Build leadership capacity in all staff	Year 1	**Investigate / develop** ▪ Build the leadership capacity of individual staff and teams ▪ Provide opportunities within the school for leadership	▪ Clear role descriptions in place ▪ Leadership responsibilities delegated to staff ▪ Internal Professional learning schedule implemented and

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
with the intention of collectively improving student outcomes.		▪ Encourage membership of regional networks and associations; ▪ Encourage teachers to attend leadership development programs; recognize and encourage qualifications ▪ Explore team building opportunities ▪ Evaluate team performance on a regular basis ▪ Explore and build on the procedures and practices as outlined in the AiZ and NMR Powerful Learning ▪ Explore the notions of instructional leadership and coaching	▪ delivered by relevant, skilled staff ▪ Provision of professional leadership development for Learning Team Leaders ▪ Staff have been encouraged to participate in external leadership programs ▪ Clear sense of a learning community ▪ Sharing of expertise through peer observations, class visits, shared curriculum and planning, moderation
	Year 2	**Implement/adapt** ▪ Build the leadership capacity of individual staff and teams ▪ Provide opportunities within the school for leadership ▪ Encourage membership of regional networks and associations; ▪ Encourage teachers to attend leadership development programs; recognize and encourage qualifications ▪ Explore team building opportunities ▪ Evaluate team performance on a regular basis ▪ Explore and build on the procedures and practices as outlined in the AiZ guide ▪ Explore the notions of instructional leadership and coaching	▪ Clear role descriptions in place ▪ Leadership responsibilities delegated to staff ▪ Internal Professional learning schedule implemented and delivered by relevant, skilled staff ▪ Provision of professional leadership development for Learning Team Leaders ▪ Staff have been encouraged to participate in external leadership programs ▪ Clear sense of a learning community ▪ Sharing of expertise through peer observations, class visits, shared curriculum and planning, moderation
	Year 3	**Refine / adapt** ▪ Build the leadership capacity of individual staff and teams ▪ Provide opportunities within the school for leadership ▪ Encourage membership of regional networks and associations; ▪ Encourage teachers to attend leadership development programs; recognize and encourage qualifications ▪ Explore team building opportunities ▪ Evaluate team performance on a regular basis ▪ Explore and build on the procedures and practices as outlined in the AiZ guide ▪ Explore the notions of instructional leadership and coaching	▪ Clear role descriptions in place ▪ Leadership responsibilities delegated to staff ▪ Internal Professional learning schedule implemented and delivered by relevant, skilled staff ▪ Provision of professional leadership development for Learning Team Leaders ▪ Staff have been encouraged to participate in external leadership programs ▪ Clear sense of a learning community ▪ Sharing of expertise through peer observations, class visits, shared curriculum and planning, moderation
	Year 4	**Evaluate as per 2016 School Self Evaluation** ▪ Build the leadership capacity of individual staff and teams ▪ Provide opportunities within the school for leadership ▪ Encourage membership of regional networks and associations; ▪ Encourage teachers to attend leadership development programs; recognize and encourage qualifications ▪ Explore team building opportunities ▪ Evaluate team performance on a regular basis ▪ Explore and build on the procedures and practices as outlined in	▪ Clear role descriptions in place ▪ Leadership responsibilities delegated to staff ▪ Internal Professional learning schedule implemented and delivered by relevant, skilled staff ▪ Provision of professional leadership development for Learning Team Leaders ▪ Staff have been encouraged to participate in external leadership programs ▪ Clear sense of a learning community

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		the AiZ guide ▪ Explore the notions of instructional leadership and coaching	▪ Sharing of expertise through peer observations, class visits, shared curriculum and planning, moderation
Student Engagement and Wellbeing 1. Develop and implement a positive and consistent approach to student behaviour management across the school	Year 1	**Investigate / develop** ▪ Student management processes using restorative practices & AIZ strategies (Ramon Lewis) ▪ Re-examine the Policy on Student Behaviour in light of the introduction of restorative practice ▪ Implement the Student Engagement Policy ▪ Continue to develop a whole school social & emotional wellbeing program using PATHS ▪ Continue to implement the e Smart framework ▪ Continue to employ Student Welfare Services	▪ Delivery of Student wellbeing lessons within the classroom ▪ Students beginning to demonstrate restorative practices through their daily interactions with each other ▪ Restorative practice principles are beginning to be used by staff when dealing with students with behaviour issues ▪ Consistent whole school approach to behaviour management ▪ Students model greater resilience and positive social behaviours and are recognised for this. ▪ Improved results in our student Attitudes to School Survey in student safety ▪ Students demonstrating e Smart protocols and less incidents of cyberbullying.
	Year 2	**Implement/adapt** ▪ Student management processes using restorative practices & AIZ strategies (Ramon Lewis) ▪ Re-examine the Policy on Student Behaviour in light of the introduction of restorative practice ▪ Implement the Student Engagement Policy ▪ Continue to develop a whole school social & emotional wellbeing program using PATHS ▪ Continue to implement the e Smart framework ▪ Continue to employ Student Welfare Services	▪ Students demonstrating restorative practices through their daily interactions with each other ▪ Consistent whole school approach to behaviour management ▪ Restorative practice principles are being used by staff more consistently when dealing with students with behaviour issues ▪ Students model greater resilience and positive social behaviours and are recognised for this.. ▪ Improved results in our student Attitudes to School Survey in student safety ▪ Students demonstrating e Smart protocols and less incidents of cyberbullying.
	Year 3	**Refine / adapt** ▪ Student management processes using restorative practices & AIZ strategies (Ramon Lewis) ▪ Re-examine the Policy on Student Behaviour in light of the introduction of restorative practice ▪ Implement the Student Engagement Policy ▪ Continue to develop a whole school social & emotional wellbeing program using PATHS ▪ Continue to implement the e Smart framework ▪ Continue to employ Student Welfare Services	▪ PATHS is consistently used to its fullest potential and common language used in the yard ▪ Parent component of PATHS is implemented ie parent/student survey (P-2) ▪ Design & Development of Findon's own Year 4-6 PATHS Program ▪ Students demonstrating restorative practices through their daily interactions with each other ▪ Consistent whole school approach to behaviour management ▪ Restorative practice principles are being used by staff more consistently when dealing with students with behaviour issues ▪ Students model greater resilience and positive social behaviours and are recognised for this. ▪ Improved results in our student Attitudes to School Survey in

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
			student safety Students demonstrating e Smart protocols and less incidents of cyberbullying.
	Year 4	**Evaluate as per 2016 School Self Evaluation** ▪ Student management processes using restorative practices & AIZ strategies (Ramon Lewis) ▪ Re-examine the Policy on Student Behaviour in light of the introduction of restorative practice ▪ Implement the Student Engagement Policy ▪ Continue to develop a whole school social & emotional wellbeing program using PATHS ▪ Continue to implement the e Smart framework ▪ Continue to employ Student Welfare Services	▪ Recommendations in relation to the PATHS program are included as part of the school self-evaluation ▪ Parent component of PATHS is implemented ie parent/student survey (P-2) ▪ Design & Development of Findon's own Year 4-6 PATHS Program ▪ Students demonstrating restorative practices through their daily interactions with each other ▪ Consistent whole school approach to behaviour management ▪ Restorative practice principles are being used by staff more consistently when dealing with students with behaviour issues ▪ Students model greater resilience and positive social behaviours and are recognised for this.. ▪ Improved results in our student Attitudes to School Survey in student safety Students demonstrating e Smart protocols and less incidents of cyberbullying.
2. Develop students as independent and engaged learners.	Year 1	**Investigate/develop:** ▪ Implementation plan for NMR Curiosity and Powerful learning strategy. ▪ The use of a coaching model and peer observations to continue to drive curriculum ▪ Integrate innovative ways of using ICT. ▪ Inquiry based learning as a means of engaging students. ▪ Further opportunities for student voice and leadership. ▪ Opportunities for professional learning and skill development in ICT for staff. ▪ Ongoing development of whole school ICT scope and sequence ▪ Building on the students potential and capabilities in ICT. ▪ Opportunities for students to be involved in real life projects. ▪ eLearning Action Team explores ICT component of the Australian curriculum.	▪ Teaching and Learning protocols becoming evident in classrooms ▪ Integration of ICT evidence in planners and weekly delivery. ▪ Epotential and techy brekkies show improvement in staff skills. ▪ Term planners and classroom practice demonstrate an inquiry approach to learning. ▪ Learning opportunities for real life projects that involve the community, eg La Trobe University, DEECD projects and interviews, such as Texperts. ▪ Staff are sharing resources and knowledge ▪ Use of Ultranet for student learning evident ▪ Students collaborate an online projects with a local and global audience.
	Year 2	**Implement/ Refine:** ▪ Implementation plan for NMR Curiosity and Powerful learning strategy. ▪ The use of a coaching model and peer observations to continue	▪ Teaching and Learning protocols becoming evident in classrooms ▪ Integration of ICT evidence in planners and weekly delivery. ▪ Epotential and techy brekkies show improvement in staff skills.

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		to drive curriculum ▪ Integrate innovative ways of using ICT. ▪ Inquiry based learning as a means of engaging students. ▪ Further opportunities for student voice and leadership. ▪ Opportunities for professional learning and skill development in ICT for staff. ▪ Ongoing development of whole school ICT scope and sequence ▪ Building on the students potential and capabilities in ICT. ▪ Opportunities for students to be involved in real life projects. ▪ eLearning Action Team explores ICT component of the Australian curriculum.	▪ Term planners for inquiry are consistent across the school. ▪ Extend opportunities for real life projects that involve the community. ▪ Staff continue to share resources and knowledge ▪ Use of Ultranet for student learning evident ▪ Students collaborate an online projects with a local and global audience.
	Year 3	**Adapt/Evaluate:** ▪ Implementation plan for NMR Curiosity and Powerful learning strategy. ▪ The use of a coaching model and peer observations to continue to drive curriculum ▪ Integrate innovative ways of using ICT. ▪ Inquiry based learning as a means of engaging students. ▪ Further opportunities for student voice and leadership. ▪ Opportunities for professional learning and skill development in ICT for staff. ▪ Ongoing development of whole school ICT scope and sequence ▪ Building on the students potential and capabilities in ICT. ▪ Opportunities for students to be involved in real life projects. ▪ eLearning Action Team explores ICT component of the Australian curriculum.	▪ Teaching and Learning protocols are evident in classrooms ▪ Clear integration of ICT in planners and weekly delivery. ▪ Epotential and techy brekkies show improvement in staff skills. ▪ Term planners for inquiry are consistent across the school. ▪ Continued opportunities for real life projects that involve the community. ▪ Staff continue to share resources and knowledge ▪ Use of Ultranet for student learning and assessment & reporting ▪ Students collaborate online projects with a local and global audience.
	Year 4	**Evaluate as per School Evaluation in 2016:** ▪ . Implementation plan for NMR Curiosity and Powerful learning strategy. ▪ The use of a coaching model and peer observations to continue to drive curriculum ▪ Integrate innovative ways of using ICT. ▪ Inquiry based learning as a means of engaging students. ▪ Further opportunities for student voice and leadership. ▪ Opportunities for professional learning and skill development in ICT for staff. ▪ Ongoing development of whole school ICT scope and sequence ▪ Building on the students potential and capabilities in ICT. ▪ Opportunities for students to be involved in real life projects.	▪ Teaching and Learning protocols are evident in classrooms ▪ Clear integration of ICT in planners and weekly delivery. ▪ Epotential and techy brekkies show continued improvement in staff skills. ▪ Term planners for inquiry are consistent across the school. ▪ Continued opportunities for real life projects that involve the community. ▪ Staff continue to share resources and knowledge ▪ Use of Ultranet for student learning and assessment & reporting ▪ Students lead collaborate online projects with a local and global audience.

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		▪ eLearning Action Team explores ICT component of the Australian curriculum.	
3. Continue with a comprehensive whole school approach to issues of student absence .	Year 1	**Investigate/develop:** ▪ Ongoing implementation of "It's Not OK to be Away" strategy ▪ Continue to implement work of the Curriculum - Student Wellbeing Action Team ▪ Continue to monitor, track and analyse absences. ▪ Continue to promote strong attendance which is linked to student learning ▪ Contact parents / guardians regarding student absences and accountability ▪ Continue to use outside agencies to support student attendance (CAHMS)	▪ Whole school implementation of Attendance Process: absence/lateness monitoring process. ▪ Attendance Policy implemented ▪ Continued Newsletter & Whole school Assembly promotion and incentive system ▪ Regular communication with parents and the community regarding attendance. ▪ Increase in the number of students attending school and arriving on time. ▪ Increase in Student Attitudes to School 'connectedness' data. ▪ Feedback regarding absence data and lateness to parents and students via three way conferences and in school report ▪ Morning roll and absence notes track reason for absence and enable accountability from parents to school
	Year 2	**Implement/ Refine:** ▪ Ongoing implementation of "It's Not OK to be Away" strategy ▪ Continue to implement work of the Curriculum - Student Wellbeing Action Team ▪ Continue to monitor, track and analyse absences. ▪ Continue to promote strong attendance which is linked to student learning ▪ Contact parents / guardians regarding student absences and accountability ▪ Continue to use outside agencies to support student attendance (CAHMS)	▪ Whole school implementation of reviewed Attendance Process: absence/lateness monitoring process. ▪ Attendance Policy implemented ▪ Newsletter & Whole school Assembly promotion and incentive system ▪ Regular communication with parents and the community regarding attendance. ▪ Increase in the number of students attending school and arriving on time. ▪ Ongoing Increase in Student Attitudes to School 'connectedness' data. ▪ Feedback regarding absence data and lateness to parents and students via three way conferences and in school report ▪ Morning roll and absence notes track reason for absence and enable accountability from parents to school
	Year 3	**Adapt/Evaluate:** ▪ Ongoing implementation of "It's Not OK to be Away" strategy ▪ Continue to implement work of the Curriculum - Student Wellbeing Action Team ▪ Continue to monitor, track and analyse absences. ▪ Continue to promote strong attendance which is linked to student	▪ Whole school implementation of Attendance Process: absence/lateness monitoring process. ▪ Review Attendance Policy ▪ Newsletter & Whole school Assembly promotion and incentive system ▪ Regular communication with parents and the community

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		learning ▪ Contact parents / guardians regarding student absences and accountability ▪ Continue to use outside agencies to support student attendance (CAHMS)	▪ regarding attendance. ▪ Increase in the number of students attending school and arriving on time. ▪ Ongoing increase in Student Attitudes to School 'connectedness' data. ▪ Feedback regarding absence data and lateness to parents and students via three way conferences and in school report ▪ Morning roll and absence notes track reason for absence and enable accountability from parents to school
	Year 4	**Evaluate as per School Evaluation in 2016:** ▪ Ongoing implementation of "It's Not OK to be Away" strategy ▪ Continue to implement work of the Curriculum - Student Wellbeing Action Team ▪ Continue to monitor, track and analyse absences. ▪ Continue to promote strong attendance which is linked to student learning ▪ Contact parents / guardians regarding student absences and accountability ▪ Continue to use outside agencies to support student attendance (CAHMS) ▪ ▪	▪ Whole school implementation of Attendance Process: absence/lateness monitoring process. ▪ Attendance Policy implemented ▪ Newsletter & Whole school Assembly promotion and incentive system ▪ Regular communication with parents and the community regarding attendance. ▪ Increase in the number of students attending school and arriving on time. ▪ Significant increase in Student Attitudes to School 'connectedness' data. ▪ Feedback regarding absence data and lateness to parents and students via three way conferences and in school report ▪ Morning roll and absence notes track reason for absence and enable accountability from parents to school
Student Transitions 1. Develop strategies for transitions to, from and within Findon Primary School	Year 1	**Investigate/develop:** ▪ Refining Class Placement Process ▪ Process for handover of student data and information as student moves up a year level, including PSD students. ▪ Continue to refine and implement agreed assessment schedules and data tracking templates. ▪ An induction/transition process for new students who enrol during the year. ▪ Introduce consistent activities for transition sessions between year levels ▪ Students participate in a whole school team building classroom induction session to meet their new class and teacher. ▪ Transition process to include "Meet the Teacher " session and Quality Beginning ▪ Enhanced communication with our kinder network/ affiliated	▪ A clear, consistent process is used for placing students in classes ▪ Student folders have agreed selection of assessment items, this being consistent across the school. ▪ Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students. ▪ Assessment schedules are implemented consistently across the school ▪ Community consultation and Parent Opinion survey show satisfaction with transition milestones ▪ Quality Beginning shows consistency across year levels ▪ Student enrolments drawn from a wider range of Kinders

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		▪ kinders ▪ Review and adapt whole school transition process	
	Year 2	**Implement/ Refine:** ▪ Class Placement Process ▪ Process for handover of student data and information as student moves up a year level, including PSD students. ▪ Continue to refine and implement agreed assessment schedules and data tracking templates. ▪ An induction/transition process for new students who enrol during the year. ▪ Introduce consistent activities for transition sessions between year levels ▪ Students participate in a whole school team building classroom induction session to meet their new class and teacher. ▪ Transition process to include "Meet the Teacher " session and Quality Beginning ▪ Enhanced communication with our kinder network/ affiliated Kinders ▪ Review and adapt whole school transition process	▪ A clear, consistent process is being used for placing students in classes ▪ Student folders have agreed selection of assessment items, this being consistent across the school. ▪ Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students. ▪ Refined assessment schedules implemented consistently across the school ▪ Community consultation and Parent Opinion survey show improved satisfaction with transition milestones ▪ Quality Beginning shows consistency across year levels and refined annually ▪ Student enrolments are now drawn from a wider range of Kinders
	Year 3	**Adapt/Evaluate:** ▪ Class Placement Process ▪ Process for handover of student data and information as student moves up a year level, including PSD students. ▪ Continue to refine and implement agreed assessment schedules and data tracking templates. ▪ An induction/transition process for new students who enrol during the year. ▪ Introduce consistent activities for transition sessions between year levels ▪ Students participate in a whole school team building classroom induction session to meet their new class and teacher. ▪ Transition process to include "Meet the Teacher " session and Quality Beginning ▪ Enhanced communication with our kinder network/ affiliated kinders ▪ Review and adapt whole school transition process	▪ A clear, consistent process is being used for placing students in classes ▪ Student folders have agreed selection of assessment items, this being consistent across the school. ▪ Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students. ▪ Refined _assessment schedules implemented consistently across the school ▪ Community consultation and Parent Opinion survey show improved satisfaction with transition milestones ▪ Quality Beginning shows consistency across year levels and refined annually ▪ Student enrolments are now drawn from a wider range of Kinders
	Year 4	**Evaluate as per School Evaluation in 2016:** ▪ Class Placement Process	▪ A clear, consistent process is being used for placing students in classes

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		▪ Process for handover of student data and information as student moves up a year level, including PSD students. ▪ Continue to refine and implement agreed assessment schedules and data tracking templates. ▪ An induction/transition process for new students who enrol during the year. ▪ Introduce consistent activities for transition sessions between year levels ▪ Students participate in a whole school team building classroom induction session to meet their new class and teacher. ▪ Transition process to include "Meet the Teacher " session and Quality Beginning ▪ Enhanced communication with our kinder network/ affiliated kinders ▪ Whole school transition process	▪ Student folders have agreed selection of assessment items, this being consistent across the school. ▪ Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students. ▪ Assessment schedules implemented consistently across the school ▪ Community consultation and Parent Opinion survey show improved satisfaction with transition milestones ▪ Quality Beginning shows consistency across year levels and refined annually ▪ Student enrolments drawn from a wide range of Kinders
2. Develop communication processes and strengthen parent/ school partnerships.	Year 1	**Investigate/develop:** ▪ Invite parents to participate in a focus group & tap into formally the parent network (outside agency to run it) ▪ Communication SMS text messages social media ▪ Regular, interactive parent information sessions at all levels. ▪ Coffee & Chats ▪ Parent feedback box / feedback on website ▪ Publicise/ promote what we do in Newsletter and in local papers ▪ Continue Parent Reps for each classroom ▪ Establish Family of the Week in Newsletter ▪ Offer parent cooking session in Kitchen ▪ Website updated on a regular basis ▪ Media person identified to promote school ▪ Training session - Parents as Helpers ▪ New signage at the front of the school	▪ Current information available on the website ▪ Parents joining in for Coffee & Chat ▪ Parents attending parent information / training sessions ▪ SMS messaging in place and being used to communicate with parents ▪ Parents using feedback box /feedback on website ▪ Parent Contacts promoted in Newsletter ▪ Parents providing regular and structured feedback ▪ Parent feedback used to make improvements ▪ More parents assisting in classrooms
	Year 2	**Implement/ Refine:** ▪ Parent focus group continues ▪ Communication SMS text messages social media ▪ Regular, interactive parent information sessions at all levels. ▪ Coffee & Chats ▪ Parent feedback box / feedback on website ▪ Publicise/ promote what we do in Newsletter and in local papers ▪ Continue Parent Reps for each classroom ▪ Establish Family of the Week in Newsletter	▪ Current information available on the website ▪ Parents joining in for Coffee & Chat ▪ Parents attending parent information / training sessions ▪ SMS messaging in place and being used to communicate with parents ▪ Parents using feedback box /feedback on website ▪ Parent Contacts promoted in Newsletter ▪ Parents providing regular and structured feedback ▪ Parent feedback used to make improvements

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Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
		▪ Offer parent cooking session in Kitchen ▪ Website updated on a regular basis ▪ Media person identified to promote school ▪ Training session - Parents as Helpers	▪ More parents assisting in classrooms ▪
	Year 3	**Adapt/Evaluate:** ▪ Parent focus group continues ▪ Communication SMS text messages social media ▪ Regular, interactive parent information sessions at all levels. ▪ Coffee & Chats ▪ Parent feedback box / feedback on website ▪ Publicise/ promote what we do in Newsletter and in local papers ▪ Continue Parent Reps for each classroom ▪ Establish Family of the Week in Newsletter ▪ Offer parent cooking session in Kitchen ▪ Website updated on a regular basis ▪ Media person identified to promote school ▪ Training session - Parents as Helpers	▪ Current information available on the website ▪ Parents joining in for Coffee & Chat ▪ Parents attending parent information / training sessions ▪ SMS messaging in place and being used to communicate with parents ▪ Parents using feedback box /feedback on website ▪ Parent Contacts promoted in Newsletter ▪ Parents providing regular and structured feedback ▪ Parent feedback used to make improvements ▪ More parents assisting in classrooms
	Year 4	**Evaluate as per School Evaluation in 2016:** ▪ Parent focus group continues ▪ Communication SMS text messages social media ▪ Regular, interactive parent information sessions at all levels. ▪ Coffee & Chats ▪ Parent feedback box / feedback on website ▪ Publicise/ promote what we do in Newsletter and in local papers ▪ Continue Parent Reps for each classroom ▪ Establish Family of the Week in Newsletter ▪ Offer parent cooking session in Kitchen ▪ Website updated on a regular basis ▪ Media person identified to promote school ▪ Training session - Parents as Helpers	▪ Current information available on the website ▪ Parents joining in for Coffee & Chat ▪ Parents attending parent information / training sessions ▪ SMS messaging in place and being used to communicate with parents ▪ Parents using feedback box /feedback on website ▪ Parent Contacts promoted in Newsletter ▪ Parents providing regular and structured feedback ▪ Parent feedback used to make improvements ▪ More parents assisting in classrooms