Brunswick South Primary School - 2743
School Strategic Plan
2015 – 2017

Vision
What we aspire to
For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities

Purpose
Why we do what we do
Brunswick South Primary School is an outstanding, multicultural government school committed to preparing students for the realities of today and the unknowns of tomorrow.

Values
The moral fibre that guides our culture

Constant Learning
- Committed to learning from each other
- Seek to accomplish something worthy and purposeful
- Try hard and pursue excellence

Mutual Responsibility
- Be accountable for one's own actions
- Contribute to society and to civic life
- Support one another's wellbeing, development and success
- Stand up for the rights of others
- Take care of the environment

Compassion
- Be aware and inclusive of others and their cultures
- Treat all people fairly

Sense of possibility
- A deep belief in the potential of all learners
- Ensuring educational opportunities for all

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Beliefs

- It is a privilege to be a member of our school community
- Everyone can succeed
- It is our responsibility to act in ways that make individual success a reality

Name   Sheryl Hall

Date   13/3/14

Signed

Name

Date   12/03/14

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

Signed   M Bainbridge

Margaret Bainbridge

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- Learning and working together, we have greater impact on learning
- Teaching is a profession not an industry
- Student achievement and wellbeing are the fundamental pursuits of our school
- Strong parent, student, teacher partnerships in student learning are vital
- Our school is on a continuous journey of greatness

Mission

Commitment to accomplish a shared vision and purpose, focus on what really matters and eliminate distractions

Using the best practices for enhancing student achievement, we focus on the 'right work' which is founded in scientifically based research. Together we:

- Build essential capabilities in every student that include:
  - Strong literacy, numeracy, science and technology skills
  - A discriminating and inquiring frame of mind
  - A love of learning and a desire for knowledge
  - Creativity, courage and critical thinking
  - A sense of social justice and an environmental conscience
  - Emotional and social intelligence
  - A strong sense of identity and personal agency
  - Independence and interdependence
  - Perspective, grit, open-mindedness, prudence and self-control
  - Optimism and confidence - in themselves and their futures
- Use a strengths-based approach to provide a safe and stimulating learning environment that fosters mutual cooperation, emotional support, personal growth and a synergy of effort
- Deliver a vibrant, relevant and wholistic, guaranteed and viable curriculum
- Provide a strong Italian Language Program to stimulate brain development and improve overall performance at school
- Provide researched based, quality differentiated instruction in every classroom
- Ensure that every child is fully engaged with their learning and exceeding expectations
- Foster close links with parents and the broader school community
- Provide robust feedback and set challenging individual, team and school goals
- Challenge and support students to develop deeper levels of understanding, thinking and application
- Ensure that academic rigor is embedded in teaching and learning, through a continuous cycle of reflection,

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observation, action and evaluation
- Create relationships that are professional in nature while also being cordial and friendly
- Ensure that we have agreed upon processes, standards and expectations; framing all activities and collaboratively make decisions

Context

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Brunswick South Primary School's culture has changed significantly in the past four years.   It has become a true Learning Community and is characterised by an environment which fosters mutual cooperation, emotional support, personal growth and collective efficacy.

From the moment you walk in the front gate it is highly evident that here is a climate of trust, shared vision and values, plus a passion for the welfare of the students and their learning.

The school prides itself on promoting an unrelenting focus on building positive and caring relationships and central to all our work is wellbeing.   We aim for high quality and low variability in the quality of instruction for every student. This is scaffolded by effective leadership, professional learning, high expectations of all students and all teachers and the provision of a safe and secure learning environment.

We actively seek ways to enhance student learning by partnering with families, other education and training institutions and community organisations. To encourage community involvement, our practices encourage openness, welcome new ideas and consider fresh perspectives.

We are welcoming to all, are inclusive and celebrate diversity. Strongly supported by the school and Italian communities is the incremental pathway for the Italian Language Program, further strengthening the provision of an Italian bilingual Program for students from years Prep to Grade 6.

It is anticipated that the school population will continue to grow with over 300 enrolments anticipated by 2016.   As indicated by the Student Family Occupation (SFO) data, since 2010, the school has experienced a steady increase in socio-economic status, a trend that is expected to continue over the coming years.

Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces and there is a 'wonderful synergy between the old and the new.'   We also offer a range of interesting outdoor spaces to enhance learning and encourage interaction, play and investigation.

Glossary of Terms

	Description
Achievement	Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.
Achievement Milestone	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Actions	Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.
Engagement	Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. It spans students' motivation to learn, as well as their active involvement in learning. It also refers to students engagement as they make critical transitions through school and beyond into further education and work.
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.
Key Improvement Strategies (KIS)	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.
Productivity	Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.
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.
Wellbeing	Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences

Strategic Direction

	Goals	Targets	Key Improvement Strategies

Achievement	To improve student achievement at each level across the school in Literacy, Numeracy, Science and Italian Language	• Increase the number of students across all year levels in Literacy and Numeracy to 'At' or 'Above' Expected level
		
		• Using NAPLAN Relative Growth data across all Domains, decrease the % of students with 'Low Growth' and increase the % of students with 'High Growth'
		
		• Increase the % of students in the two top NAPLAN Bands and decrease the % of students in the bottom two NAPLAN Bands
		
		• Using the School Staff Survey % Endorsement Measure increase:
		  • Collective Efficacy to > 90%
		  • Collective Responsibility to >95%
		  • Shielding/Buffering to > 70%
		  • Guaranteed and Viable Curriculum to > 90%
		  • Academic Emphasis to > 80%%
		  • Professional Learning to > 80%
		  • Collective Focus on Student Learning to >95%
		
		• Using the Parent Opinion Survey, shift School Improvement scores into the 4th Quartile
			• Build a school-wide, professional team of highly capable teachers
			
			• Systematic, guaranteed and viable curriculum delivery
			
			• Ongoing analysis and discussion of data

Engagement	To improve student engagement at each level across the school	• Using the School Staff Survey % Endorsement Measure increase Teacher Collaboration to > 85% • Using the Parent Opinion Survey increase each of the elements of Student Engagement into the 3rd Quartile • Using the Attitudes to School Survey –Factor Mean Scores	• Use research-based, high quality, low variability and effective pedagogical practices in all classrooms • Ensure that every student is engaged, challenged and learning successfully

	– Year 5-6, increase each of the elements within the Teaching and Learning Domain to 'Equal to' or 'Above' the state mean	• Differentiated Teaching and Learning

Strategic Direction (Continued)

	Goals	Targets	Key Improvement Strategies

Wellbeing	To have an environment that promotes positive health, emotional competency and where all have the opportunity to flourish	• Using the School Staff Survey % Endorsement Measure, increase the:
		  • Trust in Students and Parents > 95%
		  • Staff Trust in Colleagues > 90%
		• Using the Parent Opinion Survey increase:
		  • Each of the elements of Student Safety into the 4th Quartile
		  • 'Approachability into the 3rd Quartile
		  • 'Transitions into the 3rd Quartile
		• Using the Attitudes to School Survey –Factor Mean Scores – Year 5-6 increase each of the elements within the Student Relationships and Wellbeing Domains to 'Equal to' or 'Above' the state mean
			• Build and maintain caring relationships and a strong culture of trust and support
			• Embed Character Strengths into every aspect of the curriculum
			• Support students through critical educational transitions (in, through and out of school)

Productivity	To optimise the use of all available resources across the school	• Using the School Staff Survey % Endorsement Measure increase Parent and Community Involvement to > 90%
		• Using the Parent Opinion Survey increase:
		  • Parent Input into the 3rd Quartile
		  • General Satisfaction into the 3rd Quartile
			• Targeted use of school resources to meet the learning and wellbeing needs of all students
			• Strengthen School-Community Partnerships

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School Strategic Plan 2014 - 2017: Indicative Planner

KIS	Actions		Achievement Milestones
Achievement			
Build a school-wide, professional team of highly able teachers	**2015**	• Leadership continues to place high priority on the ongoing effective professional development of all staff while teachers have full access to supports that improve student instruction • Strategically recruit, retain, induct, support and develop the most qualified staff while also maintaining succession planning • School leaders participate in professional learning activities alongside teachers • The school supports teachers to continue formal study • Celebrate success • Build networked school relationships • Consolidate norms of conduct and behavioural expectations that engender collegiality and professionalism	• Professional learning shows differentiated growth for all staff • Staff regularly use the current Staff Handbook • Staff, parent and student survey results show improvement • Showcasing best practice is common • Power Walk Through App regularly used in classrooms and feedback improves practice • Teachers demonstrate very high levels of pedagogical knowledge and skill and expert knowledge of evidence-based teaching strategies • Self-reflective culture focused on improving teacher effectiveness is evident
	2016	• Provide effective professional development opportunities, increased for teachers around improved instructional practice • Continue to strategically recruit, retain, induct, support and develop the most qualified staff as well as ensuring succession planning • School leaders continue to participate in professional learning activities alongside teachers • The school continues to supports teachers to engage in formal study • Consolidate networked school relationships • Consolidate norms to support collegiality and professionalism	• Professional learning shows continued incremental improvement • Staff regularly use the current Staff Handbook • Staff, parent and student survey results show improvement • Showcasing best practice is common • Power Walk Through App regularly used in classrooms and feedback improves practice • Teachers demonstrate very high levels of pedagogical knowledge and skill including expert

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KIS	Actions		Achievement Milestones
			• knowledge of evidence-based teaching strategies
			• Self-reflective culture focused on improving teacher effectiveness is evident
Achievement			
Build a school-wide, professional team of highly able teachers	**2017**	• Continue to provide ongoing, effective PD for staff • Teachers have full access to support that improve instruction • Strategically recruit, retain, induct, support and develop the most qualified staff as well as maintaining succession planning • School leaders continue to participate in professional learning activities alongside teachers • The school continues to supports teachers to engage in formal study • Continue to celebrate success • Consolidate and continue to build networked school relationships • Consolidate norms of conduct and behavioural expectations that engender collegiality and professionalism	• Professional learning continue to show growth in instructional practice and effectiveness • Staff regularly use the current Staff Handbook • Staff, parent & student survey results show growth • Showcasing best practice is common • Power Walk Through App regularly used in classrooms and feedback improves practice • Teaching staff demonstrate very high levels of pedagogical knowledge and skill including evidence-based teaching strategies • Self-reflective culture focused on improving teacher effectiveness is evident
Systematic, Viable, Guaranteed Curriculum	**2015**	• Review and modify sequenced plans for curriculum delivery • Identify and communicate expectations with staff and provide professional learning opportunities to support the implementation of the whole school curriculum • Document and align assessment and reporting with the curriculum • Build staff skills in curriculum planning and development • Continue to protect the instructional time available for teachers • Develop procedures to ensure teachers address essential content	• Staff use the curriculum plan for what (and when) they teach and students learn • Assessment plans documented • Mid-year and final reports issued to parents are aligned with the identified essential learnings

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KIS	Actions		Achievement Milestones
			• PDP mid-term review comments reflect growth in skills in curriculum planning and development
	2016	• Review and modify the sequenced plan for curriculum delivery • Revisit curriculum expectations with teachers • Continue to document and align assessment and reporting with the curriculum • Continue to build staff skills in curriculum planning and development • Continue to protect the instructional time available for teachers • Monitor teachers use of the whole school curriculum	• Staff use the modified curriculum plan for what (and when) they teach and students learn • Mid-year and final reports issued to parents aligned with identified essential learnings • PDP mid-term review evidence reflects growth in skills in curriculum planning and development
Achievement			
Systematic, Viable, Guaranteed Curriculum	**2017**	• Finalise curriculum documentation and revisit curriculum expectations with teachers • Continue to provide professional learning opportunities to support the implementation of the whole school curriculum • Consolidate staff skills in curriculum planning and development • Continue to protect the instructional time available for teachers • Continue to ensure that the teachers address the documented curriculum • Evaluate through the Self-Evaluation and Review process	• All staff use the documented curriculum • Team planning documents consistently reflect the school curriculum • Mid-year and final reports issued to parents and are aligned with identified essential learnings • PDP mid-term review evidence reflects growth in skills in curriculum planning and development • New Strategic Plan and AIP reflect improvements identified by the Review
Ongoing Analysis and	**201**	• Communicate targets to parents, staff and school community	• School Strategic Plan, AIP and other communication means demonstrate the schools

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KIS		Actions	Achievement Milestones
Discussion of Data	**5**	• Develop and implement a whole-school plan for the systematic collection of a range of student outcomes data • Use data to identify starting points for improvement and to monitor progress over time • Summarise, display and communicate key data sets to the community • Build data literacy skills of staff • Systematically monitor performance data • Use data to inform school-level decisions and initiatives • Provide access to technology to optimise the use of data • Facilitate public analysis of data • Progress towards targets is monitored and initiatives and programs are systematically evaluated for effectiveness in producing desired improvements	commitment to data analysis • NAPLAN AusVELs data shows growth • Reports to parents indicate growth • Focus of Professional Learning Community conversations is on data analysis • Staff conversations and language reflect an understanding of student assessment and data concepts • Culture of self-reflection is evident • Targets are achieved
Achievement			
Ongoing Analysis and Discussion of Data	**2016**	• Evaluate against targets set and set new targets for 2016 • Evaluate, revise and implement a whole school plan for the systematic collection of data • Summarise, display and communicate data sets to parents and the school community • Continue to build data literacy skills of staff • Continue to publicly analyse data • Systematically monitor and respond to performance data • Review and update technology to better access and utilise data • Progress towards targets continues to be monitored and initiatives and programs systematically evaluated - for effectiveness in producing desired improvements	• School Strategic Plan. AIP and other communication means reflect the schools commitment to data analysis • NAPLAN AusVELs data shows growth • Reports to parents indicate growth • Focus of Professional Learning Community conversations is on data analysis • Staff conversations and language reflect an understanding of student assessment and data concepts • Culture of self-reflection evident • Targets achieved

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KIS	Actions		Achievement Milestones
	2017	• Evaluate against targets set and establish new targets for 2017 • Continue to summarise, display and communicate data sets to the community • Consolidate and continue to build data literacy skills of staff • Conduct whole school Self-Evaluation and Review which include and analysis of current practices and identify ways to improve how we measure effectiveness	• School Strategic Plan. AIP and other communication means reflect the schools commitment to data analysis • NAPLAN AusVELs data shows growth • Reports to parents indicate growth • Focus of Professional Learning Community conversations is on data analysis • Self-Evaluation and Review indicate growth • New Strategic Plan identifies new targets

KIS

Engagement

	Actions		Achievement Milestones
Use research-based high quality, low variability and effective pedagogical practices in all classrooms	2015	• School Leadership team keeps abreast of research on effective teaching practices • Continue to provide professional development; feedback, model and coach staff in effective teaching strategies • Continue to implement and develop the Classroom Instruction that Works model for all staff • Introduce and use the Power Walk Through App for classroom observations and feedback on instructional practice	• CITW Planning tool in use from p-6 • CITW Whole staff complete 3 day training program in CITW resulting in a change in practice across the school • Power Walk Through training completed and Power Walk Through App regularly used in classrooms • NAPLAN, Teacher Judgements, Student, Teacher, Parent Surveys data indicate growth • Teachers have an openness to critique by colleagues with an increase in observations

KIS	Actions		Achievement Milestones
	2016	• School Leadership team continues to keep abreast of research on effective teaching practices • Continue to provide staff with professional development in effective teaching strategies • Increase use and analysis of the Power Walk Through App • Continuously review the impact of using the CITW model	• Power Walk Through Reports circulated and used effectively to significantly improve practice in teams • NAPLAN, Teacher Judgements, Student, Teacher, Parent Surveys data showing growth • Teachers have an overt and shared commitment to the improvement of teaching
	2017	• School Leadership team continues to keep abreast of research on effective teaching practices • Continue to provide staff with professional development in effective teaching strategies • Increase the opportunities for classroom observation and feedback • Continue to refine classroom observation techniques and feedback opportunities • Conduct a Self-Evaluation and School Review including an analysis of the variability and quality of instructional practice to inform the new School Strategic Plan	• Power Walk Through Reports circulated used to differentiate areas of instructional practice for improvement by individual teachers • NAPLAN, Teacher Judgements, Student, Teacher, Parent Surveys data showing growth • Self-Evaluation and School Review show growth and new School Strategic Plan setting new goals around instructional practice • Professional critiques by colleagues are accepted as the norm and embedded in the culture
Engagement			
Ensure that every student is engaged, challenged and learning successfully	**2015**	• Promote and maintain an environment reflective of high expectations for all students • Embed academic rigour across all programs • Ensure and make visible ongoing success for every student • Leadership reduces interruptions to teaching and learning • Increase opportunities for student voice • Develop and implement strategies to engage parents and families as partners in learning • Assist staff to be able to access a suite of strategies to promote appropriate student behaviour • Provide sufficient support for teachers to support student engagement	• Absence data reports show improvement • Student, Staff Parent Surveys show growth • Release of NAPLAN and Teacher Judgements against AusVELs show growth • No obvious behaviour problems • Learning spaces are calm and busy • Staff demonstrate the use of a range of different strategies to promote appropriate student behaviour

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KIS	Actions		Achievement Milestones
	2016	• Promote and maintain an environment reflective of high expectations for all students • Strengthen and continue to embed academic rigour across all programs • Continue to ensure and make visible ongoing success for every student • Leadership continues to reduce interruptions to teaching and learning • Provide further opportunities for student voice • Evaluate the level of parent involvement and increase the opportunities to engage parents and families as partners in learning • Continue to assist staff to be able to access a suite of strategies to further promote appropriate student behaviour • Provide sufficient support for teachers to support student engagement	• Absence data reports show improvement • Student, Staff and Parent Survey results show improvement • NAPLAN and Teacher Judgements against AusVELS show growth • No obvious behaviour problems • Students are able to articulate and demonstrate that they are challenged and engaged in all areas • Learning spaces are safe and orderly and students are engaged in their learning • Student voice is more profound • Staff are confident in the use of a range of strategies to promote appropriate student behaviour
Engagement			
Ensure that every student is engaged, challenged and learning successfully	**2017**	• High expectations for all students continues • Consolidate academic rigour across all programs • Continue to ensure and make visible ongoing success for every student • Leadership continues to reduce interruptions to teaching and learning • Opportunities for student voice become more complex and high level • Evaluate the level of parent involvement and increase opportunities to engage parents and families as partners in learning • Evaluate the use of a range of strategies to promote appropriate student behaviour and identify areas for improvement • Continue to provide sufficient support for teachers to support student engagement	• Absence data reports show improvement • Student, Staff and Parent Survey results show improvement • NAPLAN and Teacher Judgements show growth • No obvious behaviour problems • Students continue to be challenged and highly engaged in all areas • Learning spaces are safe and orderly and students are engaged in their learning • Demonstration of student voice is more frequent • Staff are more confident in the use of a range of strategies to promote appropriate student behaviour

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KIS	Actions		Achievement Milestones
Differentiated Teaching and Learning	**2015**	• Provide effective PD, feedback, and appropriate resources and organisational structures to ensure that teachers are supported to: 　• Monitor closely the progress of individuals, identify learning difficulties, and tailor learning tasks to levels of readiness and need 　• Ensure that all students are appropriately engaged and extended 　• Ensure that tailored, early and sustained interventions are in place for student requiring additional support • Include a SMART Goal in PDPs that relates to differentiation	• NAPLAN, Teacher Judgments AusVELs show growth • Parent and student surveys show improvement • Individual learning plans show differentiation • Reports from Power Walk Through App show differentiation is occurring across the school • Focus of team meetings includes differentiation • Mid and End Cycle reviews for PDPs show evidence of competence in differentiation
	2016	• Evaluate differentiation in the classroom and tailor support and intervention accordingly • Continue to provide appropriate professional learning opportunities, feedback and resources to staff to deepen their understanding and expertise in differentiation • Continue to closely monitor individual student progress and modify the approach to teaching and learning accordingly • Include a SMART Goal in PDPs that relates to differentiation	• NAPLAN, Teacher Judgments AusVELs show growth • Parent and student surveys show improvement • Individual Learning plans show differentiation • Reports from Power Walk Through App show more refined differentiation is occurring across the school • Focus in team meetings includes differentiation • Mid and End Cycle reviews for PDPs show evidence of continued growth in competence in differentiating learning

KIS	Actions		Achievement Milestones
Engagement			
Differentiated Teaching and Learning	**2017**	• Continue to provide appropriate professional learning opportunities, feedback and resources to deepen staff understanding and expertise in differentiation • Consolidate and deepen staff understanding and expertise in providing a differentiated approach to teaching and learning • Conduct a Self-Evaluation and School Review that includes a	• NAPLAN, Teacher Judgments AusVELs show growth • Parent and student surveys show improvement • Individual learning plans show high level of sophisticated differentiation is occurring in all levels • Reports from Power Walk Through App show an increase in differentiation in all levels

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KIS	Actions	Achievement Milestones
	comprehensive evaluation of differentiation • Include a SMART Goal in PDPs that relates to differentiation	• Focus in team meetings includes differentiation • Self-Evaluation and Review Reports and Strategic Plan identify areas for improvement and new goals set • Mid and End Cycle reviews for PDPs show evidence that all staff are highly competent in differentiation

Wellbeing

KIS		Actions	Achievement Milestones
Build and maintain caring relationships and a strong culture of trust and support	2015	• Expectation that interactions between staff, students, parents and families are caring, polite and inclusive • Continue to make our work visible, intentional and purposeful • Maintain an environment that is safe and respectful • Continually reflect on and improve the schools ability to meet the needs of the students • Build the cultural competence of staff • Ensure that the school is inclusive and values students' varying cultural backgrounds • Build a strong sense of belonging and pride in the school • Continue to build a strong collegial culture • Parents, school leaders and teachers work together in mutually supportive ways	• Students, staff and school community are aware of the new Vision, Purpose, Mission and Values • Student, Staff and Parent Survey results show improvement • Parents are overtly welcomed and all staff, students and parents speak highly of the school • Staff demonstrate an understanding of the importance to successful learning of positive and caring relationships • Interactions between staff, students, parents and families are caring polite and inclusive • Interactions with parents are focused on learning and the wellbeing of students • Publication of policies and procedures indicate agreed processes and procedures

Wellbeing

KIS		Actions	Achievement Milestones
Build and maintain caring relationships and a strong culture of trust and support	2016	• Continually reflect on and improve communication • Maintain an environment that is safe and respectful • Continue to make our work visible, intentional and purposeful • Ensure that the school is inclusive and values students' varying cultural backgrounds • Continually reflect on and improve the schools ability to meet the needs of the students	• Student, Staff and Parent Survey results show improvement • Parents continue to be welcomed and all staff, students and parents speak highly of the school • Interactions between staff, students, parents and families continue to be caring polite and inclusive • Interactions continue to be focused on learning

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KIS		Actions	Achievement Milestones
		• Continue to build a strong sense of connectedness and pride in the school • Continue to build a strong collegial culture • Parents, school leaders and teachers continue to work together in mutually supportive ways	and the wellbeing of students
	2017	• Continually reflect on and improve communication • Maintain an environment that is safe and respectful • Continue to make our work visible, intentional and purposeful • Ensure that the school is inclusive and values students' varying cultural background • Continually reflect on and improve the schools ability to meet the needs of the students • Continue to build a strong sense of connectedness and pride in the school • Continue to build a strong collegial culture • Parents, school leaders and teachers continue to work together in mutually supportive ways • Undertake a Self-Evaluation and School Review that includes feedback on wellbeing, communication, culture, connectedness	• Self-Evaluation and School Review Reports highlight areas for improvement to determine new goals • Student, Staff and Parent Survey results show growth
Wellbeing			
Embed Character Strengths into every aspect of the curriculum	**2015**	• Provide professional learning, support and resources to all staff using a strengths-based approach to teaching and building communities • Provide parent forums for the whole school to deepen their understanding of a strengths-based approach • All staff use a strengths-based approach when interacting with students both formally and informally • Immerse the curriculum with character strengths activities	• Staff demonstrate an understanding of the significance of Character Strengths • Staff use Character Strengths as part of their everyday language using a range of activities • Students and parents are using Character Strengths language more frequently • Student/Parent/Staff Surveys show improvement

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KIS		Actions	Achievement Milestones
		• Showcase our work, to parents and the wider community • PDPs contain a SMART Goal relating to Character Strengths	• Happy and optimistic feel within and about the school • Mid / end of cycle reviews provide evidence of more confidence using the Character Strengths
	2016	• Continue to provide professional learning, support and resources to all staff using a strengths-based approach • Provide parent forums for new parents to deepen their understanding of a Strengths-based approach • All staff continue to use a strengths-based approach when interacting with students, both formally and informally • Continue to immerse the curriculum • Showcase our work to parents and the wider community • PDPs contain a SMART Goal relating to Character Strengths	• Students and Parents use Character Strengths as part of their everyday language • Student/Parent/Staff Surveys show improvement • Greater evidence of Character Strength work in student work, displays open classroom etc • Happy and optimistic feel to the school • Mid and end of cycle reviews provide evidence of more confidence using Character Strengths
	2017	• Continue professional learning, support and resources • Provide parent forums for new prep parents to deepen their understanding of a strengths-based approach • PDPs contain a SMART Goal relating to Character Strengths • Undertake a Self-Evaluation and School Review that includes measuring the impact of using a strengths-based approach	• Staff, Students and Parents demonstrate the significance of using Character Strengths • Student/Parent/Staff Surveys show improvement • Happy and optimistic feel to the school • Mid and end of cycle reviews provide evidence of more confidence using Character Strengths • Self-Evaluation, Review and Strategic Plan indicates success and areas for improvement
Wellbeing			
Support students through critical educational transitions (in, through, out of school)	2015	• Identify staff member/s to develop, evaluate and coordinate transitions • Plan for transition into school (primary & secondary) within the school during first term - providing a range of transition processes and programs that are reflective and responsive to those involved • Provide professional development for staff - how to build	• Parent and student survey results show improvement in the areas relating to transition • Parent and student forums for feedback are conducted indicating greater satisfaction with transition processes

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KIS	Actions		Achievement Milestones
		relationships with families during transition into school • Provide families with relevant transition information • Provide opportunities for families to get to know each other • Provide opportunities for families to transition into OSHC • Set up a student buddy system • Build relationships and effective collaborations between early childhood services, families, schools and communities: • Provide activities to help the children feel secure, confident and connected; to people, places, events, routines and understandings • Organise reciprocal visits for children and staff • Establish effective collaboration between transition settings	
	2016	• Continue professional development of staff on how to build relationships with families during transition into school • Seek feedback from parents, students, staff and other transition settings • Continue to build relationships and effective collaborations between early childhood services, families, schools and communities • Modify transition programs accordingly • Conduct critical reflection and review of practice and service delivery	• Parent and student survey results show improvement in the areas relating to transition • Parent and student forums for feedback are conducted indicating greater satisfaction with transition processes
	2017	• Conduct Self-Evaluation and Review including feedback on transitions in, through and out of school • Conduct critical reflection and review of practice and service delivery • Modify programs accordingly	• Self-Evaluation, Review Reports and Strategic Plan show greater satisfaction with transitions and set new goals

KIS **Productivity** **Targeted use of**	Actions		Achievement Milestones
	201	• Actively seek ways to increase the resources available by partnering	• Strategic Partnership MOU's, Agreements and

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KIS	Actions		Achievement Milestones
Productivity			
school resources to meet the learning and wellbeing needs of all students	**5**	with School Council, families, other education and training institutions and community organisations in response to an identified need • Adequate resources are committed to ensure effectiveness and success of partnerships • Monitor the effectiveness of partnerships • Continue to develop processes to identify and respond to student needs through the allocation of staff and resources including students requiring additional or specialist support • Deploy staff in ways to best address the learning needs of all students and make the best use of available staff expertise • Discretionary school funds are used for initiatives aimed at improving learning outcomes for students • Flexible and creative curriculum delivery arrangements established to enable staff to best address the needs of students • Continue to improve the physical learning environments and available facilities to maximise student learning • Align the school budget with school and system priorities • Undertake a rigorous PDP process for all staff • Follow an explicit Improvement Agenda • Employ, develop and retain an expert teaching team • Engage in rigorous Succession Planning • Leadership stays abreast of initiatives and opportunities to add to or complement available assets • Leadership undertake professional learning to enhance their knowledge and skills in resource management and planning • Continue to focus on the 'right work' which is founded in scientifically based research in order to have maximum impact on improved student learning outcomes	Commitments are fulfilled and the impact on student learning is apparent • Confirmed SRP aligns with the Staffing Profile • Income and expenditure is aligned with the school budget • Feedback on the learning area improvements is positive - from staff and students • Mid-year and end of cycle review process provides evidence of the growth in staff capacity and is aligned to the appropriate standards • AIP and Strategic Plans targets are met

KIS	Actions		Achievement Milestones
Productivity			
Targeted use of school resources to meet the learning and wellbeing needs of all students	**2016**	• Through community partnerships and in response to an identified need, continue to actively seek ways to increase the resources available to enhance student learning • Continue to commit adequate resources to ensure effectiveness and success of partnerships • Continue to monitor the effectiveness of community partnerships • Continue to develop processes to identify and respond to student needs through the allocation of staff and resources • Deploy staff in ways to best address the learning needs of all students and make the best use of available staff expertise • Use discretionary school funds for initiatives aimed at improving learning outcomes for students • Flexible and creative curriculum delivery arrangements are reviewed and consolidated to enable staff to best address student needs • Continue to improve the physical learning environments and available facilities to maximise student learning • Align the school budget with school and system priorities • Undertake a rigorous PDP process for all staff • Continue to enhance and utilise an explicit Improvement Agenda • Employ, develop & retain an expert teaching team, and succession plan • Leadership continues to stay abreast of initiatives and opportunities to add to or complement available assets • Leadership undertake professional learning to enhance their knowledge and skills in resource management and planning • Continue to focus on the 'right work' - to have maximum impact on improved student learning outcomes and founded in scientifically based research	• Strategic MOU's, Agreements and Commitments are fulfilled and the impact on student learning is apparent • Confirmed SRP aligns with staffing profile • Income and expenditure is aligned with the school budget • Feedback on the learning area improvements is positive from staff and students • Mid-year and end of cycle review process provides evidence of growth in staff capacity which is aligned to the appropriate standards • AIP and Strategic Plans targets met
	201	• Consolidate our work and continue to conduct a critical reflection and	• Self-Evaluation, Review Reports indicate that

KIS Productivity	Actions		Achievement Milestones
	7	review of practice, service delivery and resource allocation • Self-Evaluation and Review determine a new improvement agenda	resources are aligned with Cash Budget, SRP and school priorities
Strengthen School – Community Partnerships	**2015**	• Communicate the new Strategic Plan and the shared Vision, Mission and Values • Formally launch and include curriculum activities to embed the new Vision, Purpose, Mission and Values into the culture and involve the community • Continue to actively seek ways to partner with families, other education and training institutions and community organisations • Monitor and reflect on the profile of the school community • Identify and use and share the skills, input, knowledge and expertise of all participating community members • Identify leaders or change champions who can support and develop cohesion within the community • School Council, principal and other school leaders are united; committed to and explicit about their core objective – to improve learning outcomes for all students in the school • School Council create a locally relevant and evidence-based shared Action Plan that identifies how community members will work towards achieving the BSPS Vision • Find ways to communicate the key messages and Action Plan to the broad community, so that everyone knows 'What is happening' and 'How to get involved' and to recognise the special effort of individuals who make positive contributions to the school community • Celebrate achievements together • Continually identify and implement strategies to improve school communication • Continue to develop and implement agreed policies, processes and procedures	• Student, staff and parent surveys indicate growth in community relationships and improved communication • Students, staff, parents are able to articulate the vision, purpose and values and be able to identify what it looks like to live these values • Increased number of parents responding to surveys • Greater participation in parent forums • Visitors and school community members often comment on the community feel • The wider school community refer to our school as having a strong community partnership in learning • There is a broad spread of volunteers from the community • School Council and leadership demonstrate strong partnerships based on trust and transparency • The School Council Action plan is successfully enacted • Members of the school community feel valued • School community members contribute to the review and development and adhere to agreed policies, processes and procedures • There is an atmosphere of working together to achieve the vision • School partnerships are sustainable and have become part of the culture of the school community and partner organisations

KIS Productivity		Actions	Achievement Milestones
		• Explicitly define and communicate how parents and families are included as partners in student learning	
Strengthen School – Community Partnerships	**2016**	• Conduct a school Self-Evaluation and Review to establish a new Strategic Plan • Review processes and strategies to enhance ways to partner with families, other education and training institutions and community organisations • Monitor and reflect on the profile of the school community • Identify and use and share the skills, input, knowledge and expertise of new community members • Continue to identify leaders or change champions who can support and develop cohesion within the community • School Council, principal and other school leaders are united; committed to and explicit about their core objective – to improve learning outcomes for all students in the school • School Council review and create a new locally relevant and evidence-based shared Action Plan that identifies how community members will work towards achieving the BSPS Vision • Continue to find ways to communicate the key messages and Action Plan to the broad community, so that everyone knows 'What is happening' and 'How to get involved' and to recognise the special effort of individuals who make positive contributions to the school community • Continue to celebrate achievements together • Continually identify and implement strategies to improve school communication • Continue to review, develop and implement agreed policies, processes	• Student, staff and parent surveys indicate growth in community relationships and improved communication • Students, staff, parents are able to articulate the vision, purpose and values and be able to identify what it looks like to live these values • Increased number of parents responding to surveys • Greater participation in parent forums • Visitors and school community members often comment on the community feel • The wider school community refer to our school as having a strong community partnership in learning • There is a increase in the number and spread of volunteers from the community • School Council and leadership demonstrate strong partnerships based on trust and transparency • The School Council Action plan is successfully enacted • Members of the school community feel valued • School community members contribute to the review and development and adhere to agreed policies, processes and procedures • There is an atmosphere of working together to achieve the vision • School partnerships are sustainable and have become part of the culture of the school

KIS	Actions		Achievement Milestones
Productivity			
	and procedures • Continue to explicitly define and communicate how parents and families are included as partners in student learning		community and partner organisations
Strengthen School – Community Partnerships	**2017**	• Revisit the curriculum activities to continue to embed the Vision, Purpose, Mission and Values into the culture and involve the community • Review processes and strategies to enhance ways to partner with families, other education and training institutions and community organisations • Monitor and reflect on the profile of the school community • Identify and use and share the skills, input, knowledge and expertise of new community members • Continue to identify leaders or change champions who can support and develop cohesion within the community • School Council, principal and other school leaders are united; committed to and explicit about their core objective – to improve learning outcomes for all students in the school • School Council review and create a new locally relevant and evidence-based shared Action Plan that identifies how community members will work towards achieving the BSPS Vision • Monitor and review ways to continue to find ways to communicate the key messages and Action Plan to the broad community, so that everyone knows 'What is happening' and 'How to get involved' and to recognise the special effort of individuals who make positive contributions to the school community • Continue to celebrate achievements together	• Self-Evaluation indicate growth in areas community relationships, partnerships and communication • Greater participation in the parent forum • Increased number of parents responding to surveys • Students, staff, parents are able to reflect positively on the past three years and identify areas for improvement to inform the new strategic plan • The wider school community refer to our school as having a strong community partnership in learning • There is a increase in the number and spread of volunteers from the community • School Council and leadership demonstrate strong partnerships based on trust and transparency • The School Council Action plan is successfully enacted • Members of the school community feel valued • School community members contribute to the review and development and adhere to agreed policies, processes and procedures • School partnerships are sustainable and have become part of the culture of the school community and partner organisations

Imparare Insieme – Creare Insieme – Vivere Insieme

KIS	Actions	Achievement Milestones
Productivity		
	• Continually identify and implement strategies to improve school communication • Continue to review, develop and implement agreed policies, processes and procedures • Continue to explicitly define and communicate how parents and families are included as partners in student learning	