School Strategic Plan for Weeden Heights Primary School
School Number: 5157
2016 – 2019

Weeden Heights
PRIMARY SCHOOL
VERMONT SOUTH
Futures are Bright

Endorsement

Endorsement by School Principal	Signed: Name: Kylie Campbell Date: 21 March 2016
Endorsement by School Council	Signed: Name: Kirsty White Date: 21 March 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed: Name: Date:

School Profile

Purpose	"*Futures are Bright at Weeden Heights*"
	Vision:
	Our vision is to strive to be a dynamic, child centred learning community committed to providing exemplary programs in a challenging, vibrant and safe community.
	Mission:
	Weeden Heights Primary School fosters students' passion for lifelong learning. We enable them to achieve personal excellence by developing students as creative, confident and respectful local and global members, who make a positive difference in a changing world.
Values	At Weeden Heights Primary School we value: • ***Respect*** - having regard for yourself, others and our environment • ***Personal Excellence*** – being the best you can be • ***Curiosity and Creativity*** – having a passion for learning, being inventive, imaginative and resourceful and acknowledging there are many ways to do things well • ***Collaboration*** – working together as a team for a common purpose In our school community these values are demonstrated when: • Everyone in the community displays a regard for themselves, others and the environment • Every student is supported and encouraged to reach their full potential through a stimulating and challenging curriculum • Everyone is recognised for their achievements and efforts • Students develop a passion for learning through innovative, imaginative and resourceful

	ideas, acknowledging there are many ways to do something well • Students embrace their future with optimism, confidence and an ability to make informed choices • Student, staff, parents and the wider community work positively together with a common purpose, building connectedness and a sense of belonging. Individuals and teams (students, staff, parents and the wider community) work positively together with a common purpose, building connectedness and a sense of belonging.
Environmental Context	Weeden Heights Primary School is located in the City of Whitehorse in the South Eastern Suburbs of Melbourne. It is a well-resourced and child focused school that is also a member of the Waverley/Monash Network. The school was opened in 1980 on a spacious and elevated site in Vermont South, in an established residential suburb in a parkland setting. The environment is quiet and safe and promotes a sense of belonging and connectedness. The school building is modern with all classrooms housed under the one roof line. The grounds are extensive and include two separate adventure playgrounds, two sealed netball/basketball courts, large oval and a very large vegetable garden. The school is fortunate enough to be able to provide rooms for visual arts, performing arts, library, ICT/digital technologies, science, STEM, Stephanie Alexander kitchen and a General Purpose room. The facilities and grounds are well maintained through the employment of a handyman and the support of our school community. Weeden Heights PS is well supported by families who have high expectations for their students. Parents are welcomed into all aspects of the school. Our school offers extensive individual learning opportunities that ensure students are extended to their full potential in a warm, nurturing and inviting school environment. Our aim is to develop the 'whole person' and to give students a high sense of respect, self-confidence and an appreciation that learning is a lifelong process. The confirmed enrolment for 2016 was 148 and there are 114 families. The school's Student Family Occupation (SFO) density in 2015 is 0.3984 and we have 26 Language Background Other

Than English (LBOTE) students who come from 11 different cultural backgrounds.

The school is currently structured around seven classes operating with class sizes averages at 19 in the junior school and between 22 - 26 in the middle and senior school classes. While Weeden Heights PS is a dynamic, nurturing and vibrant learning community with a focussed commitment on providing exemplary programs, over recent years the school's enrolment trend has continued to decline. The school continues to put strategies into place to support an increase in enrolments. The staffing profile currently consists of a Principal, the equivalent of 8 full time teaching staff, 5 educational support staff (including 4 integration aides and a business manager) and 2 locally employed Stephanie Alexander Kitchen Garden specialists.

We are particularly proud of our strong and extensive transition program that caters for all transitions across the school every year. We offer a comprehensive pre-school to foundation transition program, Bright Beginnings, which ensures that our prep students are settled, ready to begin learning at school and teachers are able to develop individual education plans. There has been a focus in the last two years to re-establish connections with local preschools and wider advertising to attract enrolments to Weeden Heights PS. This is a continued and ongoing process.

The focus for the staff has been to develop a consistent whole school approach to teaching and learning. There has been a considerable amount of work completed in our curriculum, pedagogy, student engagement and wellbeing. We have an ongoing commitment to building the capacity of our teachers and have been determined to provide a learning environment which supports optimal learning for all students.

Inquiry learning and our capacity to provide high quality specialist programs ensures that every student has the opportunity to be creative and experience success. Weekly specialist sessions are offered for Foundation to Year 6 students in Languages-French, Physical Education, Visual Arts and Performing Arts. Choir is offered as an extra curricula option and an Instrumental Music program is outsourced to professional instrumental teachers. There are a plethora of other extra curricula activities led by the year 6 leaders and staff. The school is very proud of the Stephanie Alexander

Kitchen Garden Program (Years 2 to 6) which enhances the schools inquiry learning approach, focusing on environmental science and sustainability and also promoting healthy choices and living.

Mobile and digital technologies are integrated throughout all classrooms with interactive whiteboards, net books and iPads available to all students. We have a computer ratio of 1:1.76 and 12 iPads that are available to borrow to support student learning.

Student Wellbeing has been a high priority for Weeden Heights. Staff are positive role models for students and provide a safe, supportive and nurturing environment for all students. The school designs curriculum around the development of the 'whole child'. Student wellbeing (social, emotional, physical, behavioural and creative) is also developed through the school's approach to teaching social skills and our school values. We have also been fortunate enough to have received Chaplaincy funding and this program offers classroom support, facilitating lunchtime programs and implementing social skills lessons with small groups.

We provide extension and enrichment programs to challenge students' and enhance the talents of all students. Our specialised learning programs assist all students to become confident critical thinkers and learners. These engaging and challenging programs equip our students with essential life-long skills to be successful learners in the 21st century.

We focus on maintaining and fostering our school as a learning community. Our community values interaction between and contribution from students, parents, teachers and the wider community. We provide a range of opportunities for families to be involved in their child's learning both formally and informally. We believe in working together through strong school and home partnerships to support our students and produce the best educational outcomes so that everyone experiences success. The school encourages parent participation through many ways and we are well supported by an enthusiastic community, an effective School Council and parent association. Communication between home and school is achieved via fortnightly newsletters, class

	newsletters, parent information sessions, emails, phone app, the school website, parent courses and surveys. Student led conferences and student progress reports are a vital tool for monitoring the development of each student's progress as they transition throughout our school.
	The school organisation is firmly committed towards continuous improvement in all forms. The school and staff strive to engage students in programs and activities that add value to the education process and its outcomes.
Service Standards	Weeden Heights Primary School: ▪ Provides students with a balanced and flexible curriculum that develops the 'whole child', and caters for the needs of individual learners ▪ Has high expectations for all students ▪ Provides a safe and stimulating learning environment that ensures all students achieve their full potential (academically, socially, emotionally and physically) while recognising and celebrating the efforts and achievements of others ▪ Fosters close links with parents and the broader school community through our commitment to open and regular communications ▪ Implements exemplary teaching and learning programs to support student learning in the 21st century ▪ Plans for student learning using the Victorian Curriculum that is enhanced and developed through whole school, team and individual planning ▪ Uses consistent whole school approaches to student wellbeing and behaviour management ▪ Welcomes parent and community member participation in and contribution to our students' learning experiences where appropriate.

Strategic Direction

Achievement		Key improvement strategies
Goals	To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6.	▪ Enhance teacher practice through the development of an agreed, school-wide instructional model which consistently implements the agreed writing and numeracy approach ▪ Continue to build teacher capacity in the instruction of literacy and numeracy through a strategically planned and cohesive professional learning program ▪ Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students
Targets	▪ Increase the percentage of students in the NAPLAN 'High and Medium Relative Growth' category by 1% each year:	

Percentage - NAPLAN Relative Growth								
	Low		Medium		High		Total	
	2015	2019	2015	2019	2015	2019	2015	2019
Reading	22	18	47	51	31	35	78	
Writing	16	12	52	56	31	35	84	
Grammar & Punctuation	6	2	63	67	31	35	94	
Spelling	6	2	73	77	21	25	94	
Numeracy	12	6	57	61	31	35	88	

▪ Maintain the percentage of students (F – 6) achieving at or

above the expected level (94 – 97% of students) in the Victorian Curriculum

▪ Increase the percentage of students achieving an A or B whilst lowering the percentage of students achieving D or E

2015 AusVEL's Teacher Judgements				
	Below (D or E)	At (C)	Above (A or B)	At/Above (A, B or C)
Speaking & Listening	2.3%	44.5%	53.2%	97.7%
Reading	2.9%	42.2%	54.9%	97.1%
Writing	5.2%	55.5%	39.3%	94.8%
Number & Algebra	4.6%	47.4%	47.9%	96.4%

2015 AusVEL's Teacher Judgements Percentage of Students Achieving an A or B				
	Speaking & Listening	Reading & Viewing	Writing	Number & Algebra
Prep	56	36	44	44
Year 1	65	65	55	45
Year 2	69.6	73.9	52.1	60.9
Year 3	43.8	43.7	28.2	43.7
Year 4	34.6	46.1	34.6	61.6
Year 5	55.5	72.2	33.4	55.6
Year 6	53.2	58.6	34.4	31

	Action	Success criteria
Year 1 2016	*Victorian Curriculum* ▪ Fully implement English and Mathematics subjects with the New Victorian Curriculum	▪ Documentation of the changes to the school's Scope and Sequence documents in English and Mathematics to

- Use the language of the Victorian Curriculum in planning with staff, teaching and learning approaches with students and documentation to parents   - Implement the Inquiry Learning two year planner with some alignment to the New Victorian Curriculum and include STEM as a new focus   - Document the STEM approaches already linked to the current teaching and learning practices eg through Stephanie Alexander Kitchen Garden Program, Visual Arts   - Introduce the concept of coding through professional learning for staff and begin implementing   - Fully implement the Food Technology component of the new Victorian Curriculum   *Literacy*   - Strengthen the whole school Café Reading approach through:
- implementing mini lessons with a strong focus on
  inferential meaning
- further implementation of the visual strategies F – 6
- strategy groups implemented using
- implementation of a consistent approach to reading journals   - Continue to focus on Oral Language through the three components: social talk, talking to learn and formal talk
  - Reinforce social talk through Restorative Practices
  - Include talking to learn strategies in all aspects of the teaching and learning program
  - Formal talk is reinforced through the school's public speaking program   - Investigate a phonics program to strengthen the structure of the spelling program in F- 2   - Introduce the VOICES writing program as a structure for
	- include the Victorian Curriculum - Consistent use of language in planners and parent information - Whole School Inquiry Learning Planner documented to include investigations from the Victorian Curriculum with all year levels now including a STEM focus and the concept of coding - Staff to have completed professional learning around STEM and coding - Teams including STEM and coding in their planning documents along with sharing of knowledge through meetings - SAKG program Documentation to reflect the new curriculum
	   - All staff to fully implement the whole school approach to Café Reading, evidenced by:
	  - Display of café menu and visual strategies
	  - Individual planning documented in work programs in the student strategy groups
	  - All students to use reading journals - Documented peer observations/learning walks focussed on Café Reading, VOICES writing program and oral language - Implementation of social circles to reinforce Restorative Practices - Formal speaking documented through the public speaking program and completion of the public speaking competition - Implementation plan constructed for the selected phonics program and all F -2 grades implementing the program - All staff to have received professional learning on

	teaching writing F- 6 and to enhance the current practice, 9+1 strategy *Numeracy* - Review the Mathematics scope and sequence to align teaching concepts into units of work/topics that are taught over 2 – 3 weeks - Introduce professional readings (Japanese Lesson Studies/George Booker) and meeting discussions to teachers/teams prior to teaching the mathematics unit to strengthen their understandings of the concept being taught - Purchase and implement Essential Assessments (web based assessment) to pre and post-test units of work. (Post tests are conducted after 10 – 15 lessons) - Maintain the Eight Key Factors for Teaching Mathematics 1. Teach Mathematics as a language 2. Teach the big ideas 3. Use children's literature, real life maths and games 4. Implement through Topic(Concept) based approaches 5. Pre and post-test - Number 6. Teach automatic response – fluency 7. Teach the 8 problem solving strategies 8. Students are to reflect and evaluate *ICT* - Develop an ICT master plan which highlights best practice, infrastructure and the development of 21st century learning needs - Whole school implementation of E- smart (implementation phase and working towards evaluation) - Research and develop a skill based continuum so that Year 5 & 6 students can track and monitor their own learning	VOICES writing program - Documentation of writing approach evidenced in the scope and sequence documents and teacher's daily planning - Level teams to align mathematical units on the scope and sequence planer into topics. Mathematics team ensured the overall development of skills F – 6 - Level teams complete the topic readings and include regular discussions about professional learning in team meeting minutes - Professional learning for all staff on the implementation of Essential Assessments - Implementation of pre and post testing for mathematical units using Essential Assessments - Assessment Schedule to reflect the inclusion of Mathematics Essential Assessments - Staff to track student achievement and use data effectively to plan for individual needs of students - Evidence of differentiation in programs - Inclusion of the Eight Key Mathematics strategies into the term mathematics planner and evidenced in work programs - Documented ICT master plan and e-learning plan - E-smart achievements updated for the next stage of accreditation - Students tracking ICT skills and developing learning goals
Year 2	*Victorian Curriculum*	

| 2017 | ▪ Full implementation of the STEM framework and document this inquiry approach
▪ Implementation of one Inquiry investigation based on technology
▪ Set up coding classes and introduce coding into student classes and lunchtime activities

Literacy
▪ Use data from Digital Assessments and the assessment schedule to further cater for student learning needs
▪ Evaluate and review the phonics program F- 2
▪ Review and evaluate the VOICES writing approach

Numeracy
▪ Continue to implement professional reading for teachers prior to the implementation of a mathematical unit

ICT
▪ Review and further enhance the ICT Master Plan | ▪ Inquiry Learning to include several STEM and Technology investigations
▪ SAKG fully implementing Food Technologies
▪ Implementation of the Victorian Curriculum and reporting against the Victorian Standards
▪ Implementation of coding and documented in programs
▪ PDP's for teachers to reflect an achievement goal with specific actions to meet targets and include peer observation and feedback

▪ Further implementation of Essential Assessments documented on the school's assessment schedule
▪ Review of phonics and VOICES writing program and documented changes reflected in the scope and sequence for spelling and writing
▪ Assessment Schedule implemented, which includes pre and post testing. Teacher language and development is consistent in line with the teaching team
▪ Teachers using data to develop differentiated approaches and planning for students

▪ Teachers demonstrate progressive improvement of ICT skills against a school based continuum of competencies
▪ Students tracking ICT skills |

Year 3 2018	Victorian Curriculum ▪ Evaluate the first year cycle of the coding program. Review and make changes to enhance the program ▪ Make further provisions for students with talents so that they are enriched and extended ▪ Further strengthen sustainability processes throughout the school and document Literacy ▪ Evaluate current programs ▪ Maintain the Café Reading teaching and learning approach F – 6 ▪ Evaluate and adjust the writing program ▪ Implement the spelling and phonics program Numeracy ▪ Continue to implement professional reading for teachers prior to the implementation of a mathematical unit ▪ Align student reports with the Victorian Curriculum ICT ▪ Review and further enhance the ICT Master Plan	▪ Review Coding program against Victorian Curriculum standards and student achievement of standards ▪ Documentation of the school's enrichment and extension opportunities ▪ Documentation of the SAKG program and sustainability ▪ Reporting package to reflect the Victorian Curriculum ▪ Teachers review student data and practice for Café Reading and VOICES writing program ▪ Scope and Sequence documentation to reflect any changes from the review ▪ Full implementation of the agreed spelling/phonics program ▪ Meeting agendas to reflect professional readings and discussions ▪ ICT Master plan audited and adaptions made ▪ E-Learning plan adjusted ▪ Students and staff tracking ICT skills and demonstrate improvement in their competencies
Year 4 2019	Victorian Curriculum ▪ Review and evaluate the Victorian Curriculum implementation Literacy ▪ Further implementation of the spelling and phonics program Numeracy ▪ Continue to implement professional reading for teachers prior to the implementation of a mathematical unit	▪ Review of planners against the standards of the Victorian Curriculum ▪ Analysis of student data and the spelling/phonics program ▪ Documentation of spelling program to reflect any changes ▪ Minuted team discussion of changes to practice based on professional learning

	ICT ▪ Review and further enhance the ICT Master Plan	▪ ICT Master plan audited and adaptions made ▪ E-Learning plan adjusted ▪ Students and staff tracking ICT skills and demonstrate improvement in their competencies

Engagement

Key improvement strategies

Goals	To develop contemporary curriculum with a focus on empowering students.

▪ Continue to develop a consistent whole school approach to pedagogy and curriculum

Targets	For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75th percentile

▪ Further focus on individualised, personalised and differentiated learning criteria, teacher feedback and goal setting while catering for a range of student interests and learning styles

Parent Factor Name	Factor	2015 Data	2019 Target
Student Relationships	Classroom Behaviour	4.66	4.8
	Peer Connectedness	4.63	4.8
	Student Safety	4.68	4.8
Wellbeing	Student Distress	6.45	6.6
	Student Morale	6.32	6.5
Teaching and Learning	**Learning Confidence**	**4.71**	**4.9**
	School Connectedness	4.71	4.9
	Stimulating Learning	4.79	4.9
	Student Motivation	**4.85**	**5.0**
	Teacher Effectiveness	**4.77**	**4.9**

▪ Increase student voice through building student leadership capacity and facilitating opportunities for students to practice

▪ Plan for an integrated use of ICT within the context of authentic learning

▪ Further develop links with the community through open communication to engage parents as learning partners in their child's education and promote school programs and pedagogical approaches

Teacher Empathy	4.75	4.9

By 2019, student absence rates will continue to be at or below the state mean for each year level

The Staff Opinion Survey will remain above the state mean and the 80th percentile.

To improve the school mean scores on the Parent Opinion Survey in the following areas:

	2015	2019 Target
Stimulating Learning	5.90	6.0
Extra - Curricula	5.19	5.3
Learning Focus	5.50	5.7
General Satisfaction	5.18	5.3
Connectedness to Peers	6.00	6.2
Student Motivation	5.59	5.7
Social skills	5.97	6.1
School Connectedness	6.13	6.3

To improve student attendance by reducing student absences and remaining below the state average.

Average Days absent per full time student		
	2015	2019 Target
Prep	5.95	6
Year 1	15.68	11
Year 2	11.77	11
Year 3	10.45	11
Year 4	15.40	10
Year 5	14.11	13
Year 6	10.95	10
Prep – Year 6	12.82	10

	Actions	Success criteria
Year 1 2016	- Continue with three way interviews for Foundation to Year 6 students at mid-year and review information provided to parents about this process - Maintain the provision for extra specialist programs: Performing Arts, Visual Arts, Physical Education and Sport and Languages (French) - Enhance Inquiry Learning through the introduction of STEM investigations - Increase 'student voice and choice' within the context of the classroom through inquiry learning processes, development of personal goals and student self/peer evaluations - Promote the Stephanie Alexander Kitchen Garden Program (SAKG) using the language: food technologies and	- Reporting to parents process is published for parents - Implementation of the whole school Transition program, Bright Beginnings - Workforce plan and whole school timetable reflects specialist teachers in creative subjects areas - Inquiry Learning investigations to reflect STEM subjects - Attitudes to School survey implement and data analysed - Documentation of STEM to inform parents - Inquiry learning planners reflecting activities supporting 'student voice and choice' - Procedures evident in the classrooms for student voice

	sustainability while focussing on the link to STEM investigations	▪ Published brochure promoting SAKG program to be included in enrolment packs
	▪ Ongoing student leadership training for the Year 6 Leaders/Captains and the SRC	▪ Co-ordinators identified to lead students
		▪ Completion of schedule for leadership events and activities
	▪ Support the Year 6 Leaders/Captains to organise and implement self-initiated student activities based around their leadership position	▪ Regular leadership meetings held for students
		▪ Meetings allow for student voice and input
		▪ Timetables to allow year 6 captains to implement lunchtime programs with the support of a teacher as a mentor
	▪ Continue with the SRC process to ensure that the students have a voice and input into school projects	
	▪ Build teacher capacity in authentic use of technology through peer support, team planning and professional learning	▪ Professional learning conducted by the ICT team in areas identified by the teaching staff
		▪ Team meetings and planners reflecting greater use of ICT
		▪ Team documentation and sharing of ICT teaching activities and teaching aids
	▪ Develop IEP's for all students requiring extension and support	▪ Individual planning to cater for the needs of students evident in student files and teacher work programs
	▪ Investigate and purchase an effective communication tool (eg. Phone app)to further promote information from school	▪ Effective use of an app to further inform parents of events and information
		▪ Documented ICT skill tracking program
	▪ Investigate ICT self-evaluation tools (tracking program/skills matrix/'I can' statements) so that students can monitor the development of their ability to use ICT learning tools in their learning	▪ ICT skill tracking program implemented in years 5 & 6
	▪ Senior students (Years 5 & 6) to evaluate their own learning	

	• Continue to encourage parent participation and further develop the school support program • Further engagement with the parent community through the promotion of pedagogical approaches via the Curriculum Counts @ Weeden pamphlet, parent helpers workshops, Open and Family Nights and Bright Beginnings Foundation Transition Parent Support Program	• Attendance at parent helpers workshops is tracked • Documentation of teaching and learning approaches to inform parents
Year 2 2017	• Review the Writing School Plan/Scope and Sequence to align with the VOICES approach • Review of the 2 year Inquiry Investigations so they reflect the new Victorian Curriculum and great inclusion of STEM • Development of thinking strategies and inquiry learning tools to increase student voice and choice • Continue with teacher peer observation • Review and modify SRC and School Leaders programs including lunchtime activities and house activities • Continue to provide Parent Education Programs in literacy and numeracy for parents who support in the Foundation to Year 2 classrooms • Introduce and conduct 'Parent Walk Throughs' to increase parental knowledge of key school curriculum teaching approaches in literacy and numeracy	• Documented writing program • Writing scope and sequence further developed to include new approach • Two year inquiry planner reflecting STEM investigations and Victorian Curriculum learning outcomes • English, Mathematics, Inquiry Learning and Social Skills programs include greater variety of thinking strategies • Teachers participate in regular peer observations • Documented extension of student leadership program • Survey parents seeking feedback on the parent education program and their future needs as parents at school • Parent attendance rates at organised learning walks collected for bench line data

	▪ Further enhance open nights to include greater parent involvement and a strong connection to the school's teaching approaches	▪ Open nights highlighting new areas of the curriculum ▪ Parent attendance at open nights and information sessions
	▪ Continue professional learning to build teacher capacity with ICT ▪ Continue with parent engagement activities: cyber safety ▪ Students to trial tracking the development of their ICT skills	▪ Staff tracking development of ICT skills ▪ Further tracking of student skills
Year 3 2018	▪ Continue to promote and implement Café Reading and VOICES writing program ▪ Further development of thinking strategies and inquiry learning tools to increase student voice and choice ▪ Review and revise IEP's for students ▪ Continue with peer observation and feedback ▪ Continue with 'Parent Walk Throughs' to increase parental knowledge of key school curriculum and teaching approaches ▪ Review Parent Engagement activities and make modifications based on feedback ▪ Further opportunities for teaching staff to develop their ICT skills through peer observation and team planning	▪ Full implementation of the VOICES writing program ▪ Teachers using data to inform their teaching and catering for the learning needs ▪ Planning documents reflecting activities to promote voice and choice in all learning areas ▪ Individual Education Plans for those achieving above and below the expected level ▪ Teachers involved in formal observation sessions and receive feedback ▪ Increase in participation rates of parents involved in learning walks ▪ Further develop a parent engagement schedule to include a wider variety of events ▪ Attendance at ICT professional learning ▪ Greater inclusion of ICT evident in planning, team meetings and learning sessions

		• Further tracking of student skills
	• Students track own ICT skill growth	
Year 4 – 2019	• Review of thinking strategies and inquiry learning tools to increase 'student voice and choice' across the school • Continue with 'Parent Walk Throughs' to increase parental knowledge of key school curriculum and teaching approaches • Further develop and review the ICT Master Plan • Review the e-smart policies and programs for final accreditation by the foundation	• Review Weeden Heights programs for the school review - Opportunities for student 'voice and choice' - Teacher Peer observation - Achievement of the ICT Master Plan - E-smart accreditation

Wellbeing		**Key improvement strategies**
Goals	To provide a safe and stimulating learning environment for all students.	• Continue to review and build the whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness • Continue to develop the school's vibrant learning community to promote strong partnerships between the school, students and parents
Targets	For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75th percentile or above the state in all variables, particularly the wellbeing variables <table><tr><td>Variable</td><td>2015 Mean Score</td></tr><tr><td>Student Distress</td><td>6.45</td></tr><tr><td>Student Morale</td><td>6.32</td></tr></table>	

To improve the school mean scores on the Parent Opinion Survey in the areas of:

Variable	2015 Mean Score
Transitions	6.03
General Satisfaction	5.81

To maintain the school mean score for 'safety' on the Parent Opinion Survey and Student Attitudes to School survey

Safety Variable	2015 Mean Score
Parent Opinion Survey	5.87
Attitudes to School Survey	4.68

	Actions	**Success criteria**
Year 1-2016	▪ Implement the school's start up program, Bright Beginnings Whole School Transition Program, to further enhance and reinforce: - the school's values - Restorative Practices - Classroom Learning Conditions to Optimise Student Learning (established agreement, individual goals, individual and class reward systems) - Cyber Safety ▪ Implement regular weekly social skills lessons ▪ Expand and enhance the existing 'You Can Do It' social skills program through the inclusion and introduction of the Bounce Back Program and Tribes practices	▪ School values and learning agreements on display in each classroom ▪ Published and signed learning agreements for each class ▪ Completion of cyber-safety activities in each year level ▪ Consistent approach to managing student behaviour across the school ▪ Documented social skills lessons and planners with a whole school values/foundation focus ▪ The documented Social Skills scope and sequence further enhanced to include elements of new programs

	▪ Provide ongoing training for staff in Bounce Back and Tribes practices	
	▪ Continue the 'Bucket Filling' approach used in the junior school	
	▪ Investigate and explore the concept of Mindfulness and Meditation	▪ Wellbeing co-ordinator has received professional learning around mindfulness and meditation
	▪ Further build student relationships through the use of Circle Time while including Tribes' energisers and classroom meetings	▪ Ongoing professional learning completed by staff to implement new approaches in the classroom
Year 2 2017	▪ Ongoing review and implementation of the Whole School Bright Beginnings Program while reinforcing the school values, continuing to maintain a clear and strong link to student learning goals and rewards and Restorative Practices	▪ Documented further enhancement of the social skills program to include the inclusion of the Victorian Curriculum and other key focus'
	▪ Review the current social skills program to ensure that it aligns with the introduction of the new Victorian Curriculum for building personal and social capabilities	
	▪ Expand the Social Skills program to include a greater focus on resilience, peer pressure, positive choices, bullying and conflict resolution	
	▪ Further inclusion of Mindfulness and Meditation techniques into circle time	▪ Documented Mindfulness and Medication activities implemented by staff
Year 3 2018	▪ Ongoing review and implementation of the Whole School Bright Beginnings Program while reinforcing the school	▪ Documented further enhancement of the social skills program to include the inclusion of the Victorian

	values, continuing to maintain a clear and strong link to student learning goals and rewards and Restorative Practices	Curriculum and other key focus'
	▪ Review the student code of behaviour	▪ Completed review of the Student Wellbeing and Engagement Policy ▪ Policy ratified through School Council
	▪ Further inclusion of Bounce Back and Tribes practices into the weekly social skills lessons	
	▪ Continue to train staff in the Bounce Back program	▪ Student Wellbeing and Social skills documentation to include new Bounce Back and Tribe practices
Year 4 2019	▪ Ongoing review and implementation of the Whole School Bright Beginnings Program while reinforcing the school values, continuing to maintain a clear and strong link to student learning goals and rewards and Restorative Practices ▪ Documentation of the Student Wellbeing/Social Skills program to highlight the full implementation of Bounce Back and include Tribes practices	▪ Published document of the current Bright Beginnings and social skills program

Productivity		**Key improvement strategies**
Goals	To effectively allocate resources (human, financial, time, space and materials) to the support goals and priorities of the School Strategic Plan.	▪ Manage and align resource allocation across the school to maximise the use of staffing, professional learning and teaching resources
Targets	To effectively and efficiently manage the SRP, workforce plan and budgets to ensure the provision of suitable staff, engaging learning spaces, resources and our school	▪ Target and prioritise the allocation of resources to areas of improvement and development as outlined in the Strategic Plan

grounds

To ensure that the school budgets are planned and implemented effectively and efficiently

To ensure that programs are able to be adequately resourced so that goals are achieved

To effectively allocate resources for ICT as outlined in the eLearning plan

To improve the school mean scores on the Parent Opinion Survey in the areas of General Satisfaction so that the variable score is above the state mean

Variable	2015 Mean Score	2019 Target
General Satisfaction	5.81	6.0

To ensure that the School Staff Survey mean Overall Score for School Climate remains above the state mean for primary schools

Variable	2015 Mean Score	2019 Target
Overall Score	5.81	6.0

	Actions	Success criteria
Year 1 2016	▪ Prepare and monitor program budgets effectively ▪ Leadership team to review the AIP, action plans developed by the curriculum teams	▪ 2016 implemented based on the goals of the Strategic Plan ▪ 2016 Work plan implemented based around the school review

	- Staff to develop and review the yearly planner for strategic plan implementation	- 2016 AIP endorsed by School Council and shared with the community
		- Budgets set annually and monitored to ensure outcomes are achieved
	- Roles and responsibilities descriptions will be reviewed, published and clearly defined so that the school's Strategic Plan is implemented	- Published role descriptions
	- Ensure staff's Personal Development Plans (PDP) clearly align with the school's strategic direction with measurable outcomes	- Implemented staff performance management process where teachers identify pedagogical changes to their practice in relation to their agreed PDP
	- Curriculum leaders to meet regularly with the Principal to provide feedback on the implementation of the Strategic Plan	- Meeting schedule and minutes to reflect curriculum leaders meetings and implementation of the Strategic Plan
	- Investigate and develop Models for peer and/or expert coaching, observation and feedback clearly linked to their PDP	- Agreed protocols documented for a peer observation model for Weeden Heights PS
	- Purchase Essential Assessments and implement pre and post testing in Literacy and Numeracy to enable grouping students for specific learning needs to allow for differentiated teaching	- Purchased Essential Assessments. Staff tracking of student data
	- Allocate resources to allow for the curriculum initiatives which require support: - Café Reading - VOICES writing program (9+1 Writers notebook) and strategic spelling program	- Weeden Heights PS ICT Master Plan documented
	- Implement e-learning and develop an ICT 'Master Plan' for the school	

Year 2 2017	▪ Prepare and Monitor program budgets effectively ▪ Leadership team to review the AIP, action plans developed by the curriculum teams ▪ Staff to develop and review the yearly planner to support the implementation of the Strategic Plan ▪ Relevant PDP's aligned with the implementation of the school's strategic plan ▪ Curriculum leaders to meet regularly with the Principal to provide feedback on the implementation of the strategic plan ▪ Implement the school model for peer and/or expert coaching, observation and feedback while ensuring it is clearly linked to their PDP ▪ Implement and track benchmarking data through Essential Assessments ▪ Implement and revise e-learning and an ICT 'Master Plan' for the school	▪ 2017 implemented based on the goals of the Strategic Plan ▪ 2017 Work plan implemented based around the school review ▪ 2017 AIP endorsed by School Council and shared with the community ▪ Budgets set annually and monitored to ensure outcomes are achieved ▪ Published role descriptions reflecting the school goals in the Strategic Plan ▪ Implemented staff performance management process where teachers identify pedagogical changes to their practice in relation to their agreed PDP ▪ Meeting Schedule reflected curriculum meetings ▪ Teacher's PDP include regular peer observations ▪ Teacher's using class based benchmarking data in their PDPs to set goals ▪ Weeden Heights PS ICT Master Plan implemented
Year 3 2018	▪ Prepare and Monitor program budgets effectively ▪ Leadership team to review the AIP, action plans developed by the curriculum teams	▪ 2018 implemented based on the goals of the Strategic Plan ▪ 2018 Work plan implemented based around the school review

	- Staff to develop and review the yearly planner to support the implementation of the Strategic Plan - Relevant PDP's aligned with the implementation of the school's strategic plan - Curriculum leaders to meet regularly with the Principal to provide feedback on the implementation of the strategic plan - Refine the school model for peer and/or expert coaching, observation and feedback and implement linked to staff PDP's - Implement and track benchmarking data through Essential Assessments - Implement and revise e-learning and an ICT 'Master Plan' for the school	2018 AIP endorsed by School Council and shared with the community - Budgets set annually and monitored to ensure outcomes are achieved - Published role descriptions reflecting the school goals in the Strategic Plan - Implemented staff performance management process where teachers identify pedagogical changes to their practice in relation to their agreed PDP - Meeting Schedule reflected curriculum meetings
Year 4 2019	- Prepare and Monitor program budgets effectively - Leadership team to review the AIP, action plans developed by the curriculum teams - Staff to develop and review the yearly planner to support the implementation of the Strategic Plan - Relevant PDP's aligned with the implementation of the school's strategic plan - Curriculum leaders to meet regularly with the Principal	2019 implemented based on the goals of the Strategic Plan 2019 Work plan implemented based around the school review 2019 AIP endorsed by School Council and shared with the community - Budgets set annually and monitored to ensure outcomes are achieved - Published role descriptions reflecting the school goals in the Strategic Plan - Implemented staff performance management process where teachers identify pedagogical changes to their

	to provide feedback on the implementation of the strategic plan ▪ Refine the school model for peer and/or expert coaching, observation and feedback and implement linked to staff PDP's ▪ School Review of the Strategic Plan to evaluate the effectiveness	practice in relation to their agreed PDP ▪ Review all processes to determine new key improvement strategies for the school review and the new Strategic Plan ▪ Completion of the school review processes including analysis of data from the key strategies