

School Strategic Plan for:
Kensington Primary School 2374
2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	 <p>Signed</p> <p>Name Mark Ryan</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Tim Richter</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community.
Values	<p>Kensington Primary School values:</p> <ul style="list-style-type: none">• Lifelong learning• Intellectual rigor• Positive self worth• Respect for others• Resilience, emotional intelligence• Strong Partnerships between home, school and community <p>Optimal learning occurs when:</p> <ul style="list-style-type: none">• There is a secure, caring environment based on mutual respect and cooperation• The curriculum is differentiated to support growth ,well targeted and grounded in real world experiences• Students are self motivated and self regulated• Students are supported to take risks, learn from their mistakes, be persistent and resilient and celebrate success• Fundamental skills are developed through higher order tasks so learning is connected and transferable• Students use metacognition to reflect on their learning and articulate their understandings <p>Staff Operating Principles</p> <p>The Kensington Primary School staff is part of a learning community. We have agreed ways of operating with staff,</p>

	<p>students, parents and community members.</p> <ul style="list-style-type: none"> • Significance • Respect • Integrity • Support • Quality • Ethics • Friendliness • Openness • Responsibility
<p>Environmental Context</p>	<p>Kensington Primary School, located four kilometres from the centre of Melbourne, is one of the oldest schools in Victoria. It has served its vibrant and rapidly changing inner city neighbourhood since 1881 and is proud of the role it plays in community life today. The school accesses and is supported by significant community services, a range of public transport and a lively neighbourhood shopping centre.</p> <p>The school community believes that a diversity of cultures and values brings a richness to the school, developing tolerance and understanding and exposing students to other ways of thinking. Just under half of the students are from language backgrounds other than English. The school community includes a significant number of families from Horn of Africa countries as well as smaller numbers from Asian and European families.</p> <p>The tenets of equal opportunity are integral to the school. The school has a policy of non- discrimination and fair treatment for all. Care, tolerance and respect for everyone's rights are encouraged.</p> <p>At all times the focus at Kensington Primary School is on the total development of each student in a positive and stimulating learning environment. Students are encouraged to develop their skills for a lifetime of learning. They are given the opportunity to be actively involved in their education, with the emphasis being placed on an inquiry model of learning where co-operative, independent learning is developed. Currently, composite grades exist from grade one through to grade 6, allowing flexibility in student learning and well-being.</p> <p>A seven-year, Foundation to Year 6, sequential program addressing outcomes of AusVels is provided. Literacy and</p>

	<p>Numeracy form the core of the classroom programs while disciplines such as Science, Humanities, Technology, Physical Education and Health, The Arts, and Languages other than English (LOTE) are usually taught through inquiry based units of work planned by each teaching team. Specialist teachers provide programs to enhance the curriculum and meet the needs of individual children. These include integration-support for students with disabilities and impairments, English as a Second Language (ESL) and Literacy Support programs. A Social Skills/Resilience Program, <i>Bounce Back</i>, is also implemented in all classrooms. The school is committed to the use and development of Information and Communication Technologies as an essential learning tool. Students and teachers have access to a computer network from every classroom and eboards and laptops ensure that all students have routine access to information and communication technologies to enhance their learning.</p> <p>A wide range of complementary programs is offered. These include an Instrumental Music program, and school choirs. Visiting speakers and performers regularly enhance the school's program. Students experience the responsibility and support of buddy and cross age tutoring programs. They participate in team sports, interschool sport competitions and excursions. A Care Program offering many enrichment experiences operates before and after school and on Curriculum Days. The school also runs a Vacation Care Program during term holidays.</p> <p>The staff work as professional teams to plan, teach and evaluate curriculum. They have a commitment to continually upgrade their own teaching and learning knowledge and skills by regularly participating in professional development activities.</p> <p>Kensington Primary School is situated in DEECD South Western Region and belongs to the Melbourne/Maribyrnong Network. The network offers collegiate and professional support for principals and staff and manages network resources such as IT technicians and student services.</p> <p>The School Council actively encourages participation in all aspects of decision-making. Effective committees, relying on parent and staff input, develop curriculum policies, maintain facilities, coordinate the Care & Vacation Care Programs, raise funds, promote the school in the wider community and focus on sustainability. Students contribute constructively to the running of the school through the Student Representative Council.</p> <p>Strong links exist between home and school. Parents are encouraged to be actively involved in their child's school experience. The school values their input. Parents contribute their skills and time to many school activities: home reading, working parties, School Council committees, fundraising, working bees, community social activities and classroom programs.</p>
<p>Service Standards</p>	<ul style="list-style-type: none"> • All students will achieve continuous growth in their learning. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	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.	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.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	To improve the learning growth of every student in literacy and numeracy.	<p>Teacher judgements</p> <ul style="list-style-type: none"> 80% of students to be at or above the expected AusVELS levels in all English and Mathematics domains. <p>NAPLAN</p> <ul style="list-style-type: none"> 80% of students in Year 3 to be at or above band 4 in reading and numeracy. 70% of students in Year 5 to be at or above band 6 in reading and numeracy. Increase the percentage of students achieving high relative growth in NAPLAN. 	<ol style="list-style-type: none"> Build teacher capability to improve student outcomes through professional learning with a focus on shared learning, coaching and peer observation and feedback. Build the effectiveness of every teacher by implementing an agreed and research-based teaching model and instructional practices school-wide. Embed a whole school approach to the use of data and evidence to track the progress of every student and inform action in all AusVELS domains. Embed differentiated teaching and personalised learning.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To establish a rich, relevant, challenging and stimulating learning environment that engenders consistently high levels of student engagement.</p>	<ul style="list-style-type: none"> • Growth in Attitudes to School Survey variable means: Stimulating learning - from 4.18 to 4.30 Teacher effectiveness – from 4.52 to 4.60 Student motivation – from 4.59 to 4.70 School connectedness – from 4.54 to 4.70 • Growth in Staff Opinion Survey variable means: Collective responsibility – from 495 to State mean, 530+ Collective efficacy – from 496 to State mean, 530+ Parent and community involvement – from 537 to greater than State mean, 540+ 	<ol style="list-style-type: none"> 1. Plan for challenging goals and effective feedback for all students and teachers. 2. Embed the effective use of ICT across all levels using both existing and new technologies. 3. Develop and implement an inquiry learning program.
<p>Wellbeing</p> <p>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.</p>	<p>To develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others.</p>	<ul style="list-style-type: none"> • Growth in Attitudes to School Survey variable means: Connectedness to school – from 4.54 to 4.7 Connectedness to peers – from 4.36 to 4.5 Classroom behaviour – from 3.4 to 3.5 Student safety – from 4.45 to 4.5 • Growth in Parent Opinion 	<ol style="list-style-type: none"> 1. Embed a whole school approach to student wellbeing that includes proactive strategies that focuses on positive relationships, student resilience and individual efficacy. 2. Consolidate strategies to enhance both home/school partnerships and those with the wider community.

		<p>survey means: Behaviour management – from 5.81 to 6.0 All student engagement variables to be 6.0 or higher</p> <ul style="list-style-type: none"> Growth in Staff Opinion survey <p>Parent and community involvement - from 537 to greater than State mean, 540+ Collective responsibility - from 495 to State mean, 530+</p>	
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.</p>	<ul style="list-style-type: none"> Growth in Staff Opinion Survey of overall mean score of Professional learning from 431 to state mean, 530+ Growth in Parent Opinion Survey of school improvement from 5.70 to 5.80 	<p>1. Annually review the allocation of resources and impact on student learning outcomes; refine and implement recommendations.</p>

School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
<p>Key Improvement Strategies</p>		<p>Actions</p>	<p>Achievement Milestone</p>
		<p>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.</p>	<p>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.</p>
<p>Achievement</p>	<p>Year 1</p>	<ul style="list-style-type: none"> · Numeracy AIP group to develop developmental planers for 2 areas in number and algebra. · Numeracy AIP team to investigate and trial suitable reflection tools for different year levels across the school. · Spelling program across school to be evaluated. Naplan spelling to be analysed. · Writing programs to be maintained at existing high level. · Literacy and Numeracy policies to be reviewed, include assessment and best practice and school based teaching model. · Professional learning in AIP and PLT meetings to be focused about best classroom practice, based on research. · PLT meetings to be about focused classroom practice to improve student learning outcomes based on assessment 	<ul style="list-style-type: none"> · Numeracy Naplan results: 80+% of Year 3 at band 4 or higher 64% of Year 5 at band 6 or higher. 25% of Year 3-5 relative growth to be high · Reading Naplan results: 80+% of Year 3 at band 4 or higher 70+% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high · Relative growth of Year 3-5 targets: Numeracy - 25% of relative growth to be high Reading - 25+% of relative growth to be high Spelling – 19% of relative growth to be high Grammar & Punctuation – 24% of relative growth to be high Writing – maintain 25+% of relative growth to be high · PLT meetings will be mapped out a term ahead. · Numeracy and Literacy leaders and coaches will be used as experts in PLT meetings. · Staff will utilise data results to inform student priorities.

	<ul style="list-style-type: none"> results and research. Each PLT to set a Numeracy and Literacy goal per semester. Investigate methods to collect and record data about individual goals. Review Assessment Schedule for whole school. Investigate ways of better tracking data P-6. 	
Year 2	<ul style="list-style-type: none"> Numeracy AIP group to develop developmental planers for 2 areas in number and algebra. Numeracy AIP team to ensure suitable reflection tools for different year levels across the school are being used Agreed Spelling program will be implemented across the school. Naplan spelling to be analysed. Writing programs to be maintained at existing high level. Literacy and Numeracy policies to be implemented. PLT meetings to set goals according to school improvement priorities, with a focus on improving student learning outcomes and improved classroom practice. 	<ul style="list-style-type: none"> Numeracy Naplan results: 80+% of Year 3 at band 4 or higher 66% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high Reading Naplan results: 80+% of Year 3 at band 4 or higher 70+% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high Relative growth of Year 3-5 targets: Numeracy – 25+% of relative growth to be high Reading - 25+% of relative growth to be high Spelling – 21% of relative growth to be high Grammar & Punctuation – 25% of relative growth to be high Writing – maintain 25+% of relative growth to be high
Year 3	<ul style="list-style-type: none"> Numeracy AIP group to develop developmental planers for 2 areas in number and algebra. Numeracy AIP to monitor use of reflection tools across school. All classes to be using agreed Spelling program. Naplan spelling to be analysed. 	<ul style="list-style-type: none"> Numeracy Naplan results: 80+% of Year 3 at band 4 or higher 68% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high Reading Naplan results: 80+% of Year 3 at band 4 or higher 70+% of Year 5 at band 6 or higher.

		<ul style="list-style-type: none"> Writing programs to be maintained at existing high level. PLT meetings to set goals according to school improvement priorities, with a focus on improving student learning outcomes and improved classroom practice. 	<p>25+% of Year 3-5 relative growth to be high</p> <ul style="list-style-type: none"> Relative growth of Year 3-5 targets: Numeracy – 25+% of relative growth to be high Reading - 25+% of relative growth to be high Spelling – 23% of relative growth to be high Grammar & Punctuation – 25+% of relative growth to be high Writing – maintain 25+% of relative growth to be high
	Year 4	<ul style="list-style-type: none"> All number and algebra areas to have developmental planers developed and on server. In Numeracy all staff will be using a range of reflective tools at the end of each numeracy lesson. Consistency across whole school in teaching approaches in Literacy and Numeracy. A whole school spelling program will be in operation. Review at the end of the year. Writing programs to be maintained at existing high level. PLT meetings to set goals according to school improvement priorities, with a focus on improving student learning outcomes and improved classroom practice. 	<ul style="list-style-type: none"> Numeracy Naplan results: 80+% of Year 3 at band 4 or higher 70% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high Reading Naplan results: 80+% of Year 3 at band 4 or higher 70+% of Year 5 at band 6 or higher. 25+% of Year 3-5 relative growth to be high Relative growth of Year 3-5 targets: Numeracy – 25+% of relative growth to be high Reading - 25+% of relative growth to be high Spelling – 25% of relative growth to be high Grammar & Punctuation – 25+% of relative growth to be high Writing – maintain 25+% of relative growth to be high
Engagement	Year 1	<p>ICT:</p> <ul style="list-style-type: none"> Develop F-6 scope and sequence. Review policies on ICT, internet safety & mobile devices. Professional Learning: 3 sessions per year. Whole staff: smartboards, Across Team level: AIP members to run, Team level: Develop a 3 year ICT Plan for infrastructure. Develop a 5 year ICT projection Plan for infrastructure. 	<p>ICT:</p> <ul style="list-style-type: none"> Scope & Sequence will be completed. 3 Professional Learning sessions were held over the year AIP team will meet regularly, minute meetings and work towards established goals. Maintain 1:2 electronic devices (iPads and computers) in classrooms

	<ul style="list-style-type: none"> · Budget will support the outcomes in Scope & Sequence, only for hardware and infrastructure. · Data base of ICT purchases to be established/continued. <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · Investigate a common Inquiry based program, include a common language used for staff and students. · 2015 Program of Inquiry will followed as published. · 2014 Program of Inquiry will be evaluated as a whole school. · AIP team to start developing throughlines to share with the staff. · Team level Inquiry planners to be evaluated at the end of each term. 	<p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · AIP team to have a draft recommended inquiry program for school to consider. · Planners and classrooms will have displayed big idea, key understandings, key questions and each Inquiry unit to be reflected upon at the end. · AIP team will meet regularly, minute meetings and work towards established goals. <p><u>Survey targets:</u></p> <p><i><u>Attitudes to school:</u></i> Stimulating learning – 4.21 Teacher effectiveness – 4.54 Student motivation – 4.61 School connectedness – 4.58</p> <p><i><u>Staff opinion:</u></i> Collective responsibility – 505 Collective efficacy – 505 Parent and community involvement – 540+</p>
Year 2	<p><u>ICT:</u></p> <ul style="list-style-type: none"> · Professional Learning: 3 sessions per year. Whole staff: iPads, Across Team level: AIP members to run, Team level: · Policy reviews on ICT, internet safety and mobile devices to be completed. <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · For the Program of Inquiry the big idea, key understandings, key questions will be agreed upon and set by the whole staff. Add concepts. · Each unit to develop pre-tests using a thinking tool. · AIP team to complete throughlines to share with the staff · At least one team to have the whole team using common Inquiry based program. AIP team members to be silent 	<p><u>ICT:</u></p> <ul style="list-style-type: none"> · Policies reviews will be complete. · Scope & Sequence will be utilised across school · 3 Professional Learning sessions were held over the year <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · Planners will be stored centrally. · One teaching team will use same Inquiry based program and reflection shared at end of the year with all staff.

	<p>changes in other teams.</p> <ul style="list-style-type: none"> All Inquiry planners to be stored centrally on the server in an Inquiry folder. 	<p>Survey targets: <u>Attitudes to school:</u> Stimulating learning – 4.24 Teacher effectiveness – 4.56 Student motivation – 4.64 School connectedness – 4.62 <u>Staff opinion:</u> Collective responsibility – 515 Collective efficacy – 515 Parent and community involvement – 540+</p>
Year 3	<p>ICT:</p> <ul style="list-style-type: none"> Professional Learning: 3 sessions per year. Whole staff: needs basis, Across Team level: AIP members to run, Team level: Expo to have an ICT component <p>Inquiry:</p> <ul style="list-style-type: none"> Complete 2nd review of whole Program of Inquiry, change according to throughlines and feedback. 	<p>ICT:</p> <ul style="list-style-type: none"> Scope & Sequence will be utilised across school. 3 Professional Learning sessions were held over the year <p>Inquiry:</p> <ul style="list-style-type: none"> Changed Program of Inquiry to be presented to staff to follow the next year. <p>Survey targets: <u>Attitudes to school:</u> Stimulating learning – 4.27 Teacher effectiveness – 4.58 Student motivation – 4.67 School connectedness – 4.66 <u>Staff opinion:</u> Collective responsibility – 525 Collective efficacy – 525 Parent and community involvement – 540+</p>
Year 4	<p>ICT:</p> <ul style="list-style-type: none"> Scope and Sequence will be imbedded in planning documents F-6. Scope and Sequence will be reviewed biannually. 	<p>ICT:</p> <ul style="list-style-type: none"> Maintain 1:2 electronic devices (iPads and computers) in classrooms. 3 Professional Learning sessions were held over the year.

		<ul style="list-style-type: none"> · All teams to be allocating ICT funds according to team needs. · Data base of apps will be accessed by all staff. <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · All inquiry planners reflect Program of Inquiry. · Whole school to be using common Inquiry based program with staff and students using a common language. 	<p><u>Inquiry:</u></p> <ul style="list-style-type: none"> · Program of Inquiry is fully implemented across all year levels. · Common Inquiry based program is used across all year levels. <p><u>Survey targets:</u></p> <p><u>Attitudes to school:</u> Stimulating learning – 4.30 Teacher effectiveness – 4.60 Student motivation – 4.70 School connectedness – 4.70</p> <p><u>Staff opinion:</u> Collective responsibility – 530+ Collective efficacy – 530+ Parent and community involvement – 540+</p>
Wellbeing	Year 1	<ul style="list-style-type: none"> · Staff cohesion for surveys. · Student cohesion for surveys. · Communication / coordination of class meetings across school – practise and feedback · Broaden Bounce Back program to include emotional coaching and mindfulness – survey staff and students 	<ul style="list-style-type: none"> · Welfare Officer time fraction to be maintained <p><u>Survey targets:</u></p> <p><u>Attitudes to school:</u> School connectedness – 4.58 Connectedness to peers – 4.39 Classroom behaviour – 3.42 Student safety – 4.46</p> <p><u>Staff opinion:</u> Collective responsibility – 505 Parent and community involvement – 540+</p> <p><u>Parent opinion:</u> Behaviour management – 5.85</p>

			<p>Connectedness to peers – 5.98 Student motivation – 5.90 Social skills – 5.89 School connectedness – 5.98</p>
Year 2	·	Bounce Back program to include emotional coaching and mindfulness – implement staff and students	<p>Survey targets: <u>Attitudes to school:</u> School connectedness – 4.62 Connectedness to peers – 4.43 Classroom behaviour – 3.45 Student safety – 4.47 <u>Staff opinion:</u> Collective responsibility – 515 Parent and community involvement – 540+ <u>Parent opinion:</u> Behaviour management – 5.90 Connectedness to peers – 5.99 Student motivation – 5.94 Social skills – 5.93 School connectedness – 5.99</p>
Year 3	·	Bounce Back program to include emotional coaching and mindfulness – implement staff and students	<p>Survey targets: <u>Attitudes to school:</u> School connectedness – 4.66 Connectedness to peers – 4.47 Classroom behaviour – 3.48 Student safety – 4.48 <u>Staff opinion:</u> Collective responsibility – 525 Parent and community involvement – 540+ <u>Parent opinion:</u> Behaviour management – 5.95 Connectedness to peers – 6.0 Student motivation – 5.97 Social skills – 5.96 School connectedness – 6.0</p>
Year 4	·	<p>Staff opinion survey – 90% of staff to complete section</p> <p>Alignment of staff, parent, student surveys</p>	· Welfare Officer time fraction to be maintained

		<ul style="list-style-type: none"> All classrooms to include emotional coaching within the Bounce Back program - assess staff and students 	<p>Survey targets:</p> <p><u>Attitudes to school:</u> School connectedness – 4.70 Connectedness to peers – 4.50 Classroom behaviour – 3.50 Student safety – 4.50</p> <p><u>Staff opinion:</u> Collective responsibility – 530+ Parent and community involvement – 540+</p> <p><u>Parent opinion:</u> Behaviour management – 6.0 Connectedness to peers – 6.0+ Student motivation – 6.0 Social skills – 6.0 School connectedness - 6.0+</p>
Productivity	Year 1	<p>Communication:</p> <ul style="list-style-type: none"> Investigate ways to best inform community of actions taken by AIP groups. AIP minutes to be emailed all staff members. Develop better usage of school web site as a communication tool to parents. Investigate use of effective communication across every level of the school. <p>Professional Learning:</p> <ul style="list-style-type: none"> Investigate ways to ensure PL is structured to Strategic Plan goals and is equitable for all staff. PLT meetings to set goals towards achieving a Key Improvement Strategy. Investigate manner in which curriculum days are facilitated. <p>Use of spaces:</p> <ul style="list-style-type: none"> Develop areas of the school for proper storage for each team. <p>Meetings:</p> <ul style="list-style-type: none"> Whole staff meeting structure to reflect AIP needs, staff 	<p>Survey targets:</p> <p><u>Staff opinion:</u> Professional learning overall score – 455</p> <p><u>Parent opinion:</u> School improvement – 5.72</p>

	<p>priorities and school priorities and is set a term ahead.</p> <ul style="list-style-type: none"> Professional Learning at staff meetings to be aligned to AIP. PLTs to be improved by setting protocols and rotational around Literacy, Numeracy and Inquiry. Team leaders to use staff opinion survey suggested support to assist with PLTs. All AIP teams to complete a reflection at the end of the year to be collated by the over AIP leader. <p><u>Human Resources:</u></p> <ul style="list-style-type: none"> Proper distribution of expertise across jobs, extra roles and responsibilities aligned to level of expertise, extra time out of class to be prioritise according to Strategic Plan. Points system to be developed. 	
Year 2	<p><u>Communication:</u></p> <ul style="list-style-type: none"> AIP teams to be using school web site to inform wider community of actions being taken. AIP minutes to be emailed all staff members. <p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> PL is structured to Strategic Plan goals and is equitable for all staff. PLT meetings to set goals towards achieving a Key Improvement Strategy. <p><u>Meetings:</u></p> <ul style="list-style-type: none"> Staff and PLT meeting structure to reflect AIP needs, staff priorities and school priorities and is set a term ahead. PLTs to set goals aligned with Key Improvement Strategies. <p><u>Human Resources:</u></p> <ul style="list-style-type: none"> Points system for Roles and Responsibilities to be implemented. 	<p><u>Survey targets:</u></p> <p><i><u>Staff opinion:</u></i> Professional learning overall score – 480</p> <p><i><u>Parent opinion:</u></i> School improvement – 5.75</p>
Year 3	<p><u>Communication:</u></p> <ul style="list-style-type: none"> AIP teams to be using school web site to inform wider 	<p><u>Survey targets:</u></p> <p><i><u>Staff opinion:</u></i></p>

	<p>community of actions being taken.</p> <p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> · PL is structured to Strategic Plan goals and is equitable for all staff. · PLT meetings to set goals towards achieving a Key Improvement Strategy. <p><u>Meetings:</u></p> <ul style="list-style-type: none"> · Staff and PLT meeting structure to reflect AIP needs, staff priorities and school priorities and is set a term ahead. · PLTs to set goals aligned with Key Improvement Strategies. <p><u>Human Resources:</u></p> <ul style="list-style-type: none"> · Timetabling to reflect priorities of Strategic Plan. 	<p>Professional learning overall score – 500</p> <p><i><u>Parent opinion:</u></i></p> <p>School improvement – 5.78</p>
Year 4	<p><u>Communication:</u></p> <ul style="list-style-type: none"> · School web site is being utilised to inform wider community. <p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> · PL is structured to Strategic Plan goals and is equitable for all staff. · PLT meetings to set goals towards achieving a Key Improvement Strategy. <p><u>Meetings:</u></p> <ul style="list-style-type: none"> · Staff and PLT meeting structure to reflect AIP needs, staff priorities and school priorities and is set a term ahead. · PLTs to set goals aligned with Key Improvement Strategies. <p><u>Human Resources:</u></p> <ul style="list-style-type: none"> · Roles and Responsibilities are shared equitably. Points system is reviewed. 	<p><u>Survey targets:</u></p> <p><i><u>Staff opinion:</u></i></p> <p>Professional learning overall score – state mean 530+</p> <p><i><u>Parent opinion:</u></i></p> <p>School improvement – 5.80</p>