

School Strategic Plan for: Werribee Primary School 649 2016-2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: David Quinn</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Liam O'Brien</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	<p>Werribee Primary School is an inclusive learning community that inspires and empowers all to strive for excellence</p>
Values	<p>Our values guide the decisions and behaviours of all members of our school community</p> <ul style="list-style-type: none"> • Resilience: maintaining a positive attitude • Respect: caring for ourselves, others and the environment • Responsibility: being accountable for our actions towards self, others and the environment
Environmental Context	<p>Werribee Primary School, originally established in 1855, has provided education to the local community from its present site since 1919. It is situated on a compact site, in close proximity to Werribee’s retail and commercial centre and approximately 35km south west of Melbourne. The school is in the South West Victorian Region of the Department of Education and Training (DET).</p> <p>The school’s physical spaces are attractive and well maintained and provide safe and supportive learning environments including; classrooms, BER Gymnasium, multipurpose spaces and a well-resourced library. The grounds encompass attractive gardens, play spaces, synthetic grass games areas and play equipment. Growing enrolments are placing pressure on existing facilities. Accommodation is expected to be an issue over the next four years with a predicted enrolment of 619 students by 2019. A campus of the Western English Language School is co-located on the site. The facility has reached maximum capacity and this affects student accommodation, especially in the yard during recesses. A well-attended before and after school care program operates during school terms and is run by Camp Australia.</p> <p>The school is proud of its community involvement as parents provide valuable assistance to the school in the classroom, excursions, camps, working bees and with whole school events. The School Council is active in supporting many improvement initiatives. The Werribee Friends committee works towards fundraising for the school needs and organising social activities. With the declining volunteer availability over the last few years, strengthening community engagement in learning and building communities will be a focus area.</p> <p>The school is proud of its achievements in Sustainability receiving Five Star certification as a ResourceSmart AuSSI Vic Sustainable School.</p> <p>Werribee Primary School has a committed and professional staff with a balanced mixture of age and experience. Teachers plan and work in Professional Learning Teams in a collaborative environment with a collective responsibility for all students. From 2016, the school will offer four specialist curriculum areas being: Visual Art, Physical Education, Languages (Spanish) and Music.</p>

The school's curriculum framework will move from AusVELS to the new Victorian Curriculum by 2017. The High Reliability Schools Framework will be the driver for school reform over the next four years with Classroom Instruction that Works implemented as our whole school instructional model. Strong links and implementation of DET's, The Education State, improvement initiatives will enhance our school improvement planning. The use of data and evidence and the continued development of a guaranteed and viable, differentiated curriculum, targeted at student point of need, will be strengthened across the school to ensure growth for all students.

Information, Communication Technology (ICT) is used to support teaching and learning with notebook computers, iPads, access to electronic whiteboards and large flat screen TVs. The school's ICT network, servers and Wi-Fi connectivity will be resourced to ensure a robust platform for future ICT requirements.

Students are offered a range of extracurricular activities to support their learning, engagement and wellbeing. We value the opportunity to develop student leaders and student voice across the school and this is achieved through the student leadership program, eSMART student team, Biodiversity Education Student Team, and the Junior School Council. The School Wide Positive Behaviours System and Restorative Practices are established in the school to support students in their engagement and wellbeing.

An important contextual factor that potentially influences our school's performance is the background of our students. The school's 2015 Student Family Occupation (SFO) index of 0.6327 places Werribee in the low to mid-range of all government schools in terms of socio-economic background and educational advantage. More than one in every four students are English as an Additional Language (EAL) funded, and a pattern of increasing refugee numbers is apparent in enrolment data. English Online Interview (EOI) results for beginning Foundation students shows that a majority of students arrive at the school with low levels of language development in all three English dimensions and are often well below expected levels. This student background profile provides significant challenges in achieving student outcomes that are comparable to those for the state.

Strategic Direction

Achievement		Key improvement strategies																																				
Goals	To improve the educational outcomes for all students through: <ol style="list-style-type: none"> 1. The implementation of a guaranteed and viable curriculum. 2. Effective teaching in every classroom. 		<ol style="list-style-type: none"> 1. Implement 'Classroom Instruction that Works' as the school's instructional model. 2. Establish a documented guaranteed and viable curriculum with guaranteed vocabulary in each Year Level and across all curriculum areas. 3. Build quality teacher practice through professional learning teams based on: <ul style="list-style-type: none"> - shared learning - the language of challenge - coaching - professional conversation 4. Build high impact collaborative practices through: <ul style="list-style-type: none"> - collaborative planning - collective responsibility for all students - documented curriculum, assessment and shared pedagogical approaches - moderation of common assessment tasks - data collection, analysis and evaluation of student learning growth over time 5. Use multiple sources of data to plan a personalised learning approach that: <ul style="list-style-type: none"> - reflects an understanding of how students learn - differentiates classroom programs for individual students - makes learning explicit for each student 6. Develop and implement a school-based professional learning 																																			
Targets	<p>Teacher Judgements – Whole School Mean Growth</p> <table border="1"> <thead> <tr> <th>The mean growth scores will show improvement in:</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.94</td> <td>=>1.2</td> </tr> <tr> <td>Writing</td> <td>0.92</td> <td>=>1.2</td> </tr> <tr> <td>Number</td> <td>0.90</td> <td>=>1.2</td> </tr> </tbody> </table> <p>Fountas and Pinnell Reading Benchmarks</p> <ul style="list-style-type: none"> • Foundation - 100% of students (deemed capable) reaching expected level of D or above in Fountas and Pinnell by the end of the year. • Foundation 30% of students achieving above expected level to reach level F or I in Fountas and Pinnell • Foundation students deemed below expected level A & B in Fountas and Pinnell by November of each year to be assessed using ABLES. <p>NAPLAN</p> <table border="1"> <thead> <tr> <th>The matched cohort mean growth scores above state growth percentage in:</th> <th>2013 -15</th> <th>2017 -19</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17.39</td> <td>=>25</td> </tr> <tr> <td>Writing</td> <td>-3.1</td> <td>=>25</td> </tr> <tr> <td>Number</td> <td>20.04</td> <td>=>25</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Increase the percentage of students with high Relative Gain in:</th> <th>2013 -15</th> <th>2017 -19</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22.6</td> <td>=>30</td> </tr> <tr> <td>Writing</td> <td>17.0</td> <td>=>30</td> </tr> <tr> <td>Number</td> <td>28.8</td> <td>=>30</td> </tr> </tbody> </table>			The mean growth scores will show improvement in:	2015	2019	Reading	0.94	=>1.2	Writing	0.92	=>1.2	Number	0.90	=>1.2	The matched cohort mean growth scores above state growth percentage in:	2013 -15	2017 -19	Reading	17.39	=>25	Writing	-3.1	=>25	Number	20.04	=>25	Increase the percentage of students with high Relative Gain in:	2013 -15	2017 -19	Reading	22.6	=>30	Writing	17.0	=>30	Number	28.8
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	Reduce the percentage of students with low Relative Gain in:	2013 -15	2017 -19	<p>program to support school improvement strategies.</p> <p>7. Develop and use High Reliability Schools surveys to identify leading and lagging indicators as well as monitor, evaluate and set targets through the AIP for:</p> <ul style="list-style-type: none"> - Effective Teaching In Every Classroom - Guaranteed and Viable Curriculum 																																	
	Reading	23.1	<20																																		
	Writing	34.0	<20																																		
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	Increase the percentage of students performing in the top 3 National Bands in Years 3 & 5	2015	2019																																		
	Reading	48.22	>60																																		
	Writing	64.29	>68																																		
	Number	45.62	>60																																		
	Staff Opinion Survey																																				
	Increase component Prin/Teach mean scores in:	2015	2019																																		
	Collective Efficacy	67.77	=>80																																		
	Teacher Collaboration	74.50	=>85																																		
	Collective Focus on Student Learning	83.83	=>90																																		
	Guaranteed and Viable Curriculum	80.17	=>90																																		
<p>High Reliability Schools (HRS) Effective Teaching survey to increase from baseline data collected in February 2016 with individual yearly targets specified in AIP and staff Performance and Development processes.</p> <p>HRS Surveys</p> <table border="1"> <thead> <tr> <th rowspan="2">Feb 2016 Baseline Data Mean Scores</th> <th colspan="2">Leaders</th> <th colspan="2">Staff</th> <th colspan="2">Parent</th> <th colspan="2">Student</th> </tr> <tr> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> <th>2016</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Effective Teaching In Every Classroom</td> <td>3.35</td> <td>4.25</td> <td>3.36</td> <td>4.25</td> <td>4.07</td> <td>4.30</td> <td>3.82</td> <td>4.25</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>3.59</td> <td>4.30</td> <td>3.77</td> <td>4.50</td> <td>3.97</td> <td>4.50</td> <td>4.13</td> <td>4.50</td> </tr> </tbody> </table>			Feb 2016 Baseline Data Mean Scores	Leaders		Staff		Parent		Student		2016	2019	2016	2019	2016	2019	2016	2019	Effective Teaching In Every Classroom	3.35	4.25	3.36	4.25	4.07	4.30	3.82	4.25	Guaranteed and Viable Curriculum	3.59	4.30	3.77	4.50	3.97	4.50	4.13	4.50
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Theory of action	WHEN a whole school differentiated teaching and learning model is embedded in every classroom THEN consistently high quality teaching will occur AND every student will demonstrate good learning progress.																																				
	Actions					Success criteria																															
Year 1	<ul style="list-style-type: none"> • Restructure PLT teams, roles and responsibilities • Redevelop meeting schedule to allow for: 					<ul style="list-style-type: none"> • Common planners in English, Maths and Science established • Planners to reflect explicit teaching of English, Maths and 																															

	<ul style="list-style-type: none"> - Whole staff meetings and Professional Development - Weekly PLT data and planning meetings - PCO, ELT and PLT Team Leaders meetings - Consultation meetings • Appoint English, Mathematics and Inquiry Leaders • Appoint coaches and create enabling timetable for: <ul style="list-style-type: none"> - Classroom Instruction that Works - 6+1 Writing Traits - ICT, Assessment and Reporting - STEM Maths and Science initiative • Implement Victorian Curriculum in English, Mathematics and Science <ul style="list-style-type: none"> - Establish Essential Learning in Mathematics - Develop documented 'Pacing Guide" in Mathematics - Develop Proficiency Scales in Mathematics - Develop guaranteed mathematical vocabulary for each Year Level • Audit and redevelop the school wide assessment schedule • Introduce ACER Progressive Achievement Test (PAT) Maths from Years 1-6 • Develop moderation tasks in Mathematics • Explore and audit Victorian Curriculum for full implementation in 2017 • Implement Developmental Play Based Learning across Years F-2 • Implement and develop support and intervention responses in Literacy and Numeracy • PLT Teams to take collaborative responsibility for the development of teaching and learning programs in each Year Level • Redevelop common planners in Literacy and Numeracy • Develop monitoring and evaluation systems and timelines • Provide Professional Development for: <ul style="list-style-type: none"> - Classroom Instruction that Works (McREL – 3 day program) - Developmental Play Based Learning (Deakin University) - Proficiency Scales • Use High Reliability Schools Surveys (electronically) to establish baseline data and set targets for AIPs for: <ul style="list-style-type: none"> - Effective Teaching in Every Classroom - Guaranteed and Viable Curriculum • Establish a school wide Music program across Years F-6 with the appointment of a Music teacher and a start-up program Working Party to support implementation • Set staff Performance and Development goals in line with the Strategic Plan and AIP 	<p>Science</p> <ul style="list-style-type: none"> • School wide instructional model used by all teaching staff • Guaranteed and Viable Mathematics curriculum established and documented • Pacing Guide documented and guaranteed vocabulary established in Mathematics • Mathematics Essential Learning and Proficiency Scales developed, documented and utilised • PAT Maths implemented and targets established for AIP • Developmental Play Based Learning fully implemented and reflected in planners • Increase in oral vocabulary for students in F-2 • Intervention responses documented in planners and implemented to support learning • Audit completed for the Victorian Curriculum • AIP Targets met, measuring growth, in Reading, Writing and Number as measured by: <ul style="list-style-type: none"> - Teacher Judgements (F-6) - English Online Interview (F-2) - Maths Online Interview (F-2) - NAPLAN Writing and Numeracy (Yrs 3 & 5) - Fountas and Pinnell (F-6) - Online Ondemand testing (Yrs 3-6) - PAT Maths (Yrs 1-6) - 6+1 Writing Traits assessment (F-6) - Ongoing Pre and Post testing (F-6) • Increase in School Climate mean scores in the Staff Opinion Survey <ul style="list-style-type: none"> - Collective Efficacy - Teacher Collaboration - Collective focus on student learning - Guaranteed and Viable Curriculum • Staff completed Teaching and Learning Module in the Staff Opinion Survey and targets set for the following years AIP <ul style="list-style-type: none"> - Identifying similarities and differences - Summarising and note taking
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	<ul style="list-style-type: none"> • Specialist staff to identify Essential Learning and develop Proficiency Scales in their particular field (Art, Music, PE and Spanish) • Staff to complete the Teaching and Learning Module of the Staff Opinion Survey • Participate in the Insight Assessment Platform Pilot • Select two staff members to be train in STEM Mathematics and Science program 	<ul style="list-style-type: none"> - Homework - Non-linguistic representation - Co-operative learning - Setting objectives and providing feedback - Generating and testing hypotheses - Cues, questions & advance organisers • Increase in Student Opinion Survey results <ul style="list-style-type: none"> - Teacher Effectiveness - Stimulating Learning - Student Motivation - Learning Confidence - Classroom Behaviour • Increase in Parent Opinion Survey <ul style="list-style-type: none"> - Stimulating Learning - Student Motivation - Homework - Learning Focus - Reporting & Feedback - School Improvement - Classroom Behaviour • Music program established • Proficiency Scales and Essential Learning developed in Art, Music, PE and Spanish
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue coaching with an enabling timetable for: <ul style="list-style-type: none"> - Classroom Instruction that Works - Effective Teaching in Every Classroom (High Reliability Schools) - 6+1 Writing Traits - ICT, Assessment and Reporting • Redevelop Induction Program for new and returning staff • Implement the Victorian Curriculum <ul style="list-style-type: none"> - Establish Essential Learning in English - Develop documented 'Pacing Guide" in English - Develop Proficiency Scales in English - Develop guaranteed English vocabulary for each Year Level • Audit and refine the school wide assessment schedule 	<ul style="list-style-type: none"> • Guaranteed and Viable English curriculum established and documented • Pacing Guide documented and guaranteed vocabulary established in English • English Essential Learning and Proficiency Scales developed, documented and utilised • PAT Reading implemented and targets established for AIP • Increase in oral vocabulary for students in F-2 • Victorian Curriculum implemented and documented • AIP Targets set, measuring growth, in Reading, Writing and Number • Increase mean scores in the following surveys:

	<ul style="list-style-type: none"> • Introduce ACER Progressive Achievement Test (PAT) Reading from Years 1-6 • Develop and refine moderation tasks in Writing • Continue to Implement Developmental Play Based Learning across Years F-2 • Refine support and intervention responses in Literacy and Numeracy • Refine common planners in Literacy, Numeracy and Inquiry • Refine monitoring and evaluation systems and timelines • Use High Reliability Schools Surveys (electronically) to monitor progress and set targets for AIPs for: <ul style="list-style-type: none"> – Effective Teaching in Every Classroom – Guaranteed and Viable Curriculum • Set staff Performance and Development goals in line with the Strategic Plan and AIP • Specialist staff to refine Essential Learning and Proficiency Scales in their particular field (Art, Music, PE and Spanish) 	<ul style="list-style-type: none"> – Staff Opinion – Student Opinion – Parent Opinion – High Reliability Schools
<p>Year 3</p>	<ul style="list-style-type: none"> • Continue coaching with an enabling timetable for: <ul style="list-style-type: none"> – Classroom Instruction that Works – Effective Teaching in Every Classroom (High Reliability Schools) – 6+1 Writing Traits – ICT, Assessment and Reporting • Refine Induction Program for new and returning staff • Continue to implement the Victorian Curriculum <ul style="list-style-type: none"> – Establish Essential Learning in The Humanities, Science and Technologies – Develop documented ‘Pacing Guide” in The Humanities, Science and Technologies – Develop Proficiency Scales in The Humanities, Science and Technologies – Develop guaranteed The Humanities, Science and Technologies vocabulary for each Year Level • Refine the school wide assessment schedule • Develop and adjust reporting systems to reflect Standards-Referenced Reporting (High Reliability Schools) • Develop and refine assessment tasks for The Humanities, Science and Technologies • Continue to Implement Developmental Play Based Learning across Years F-2 • Refine support and intervention responses in Literacy and Numeracy • Refine common planners in Literacy, Numeracy and Inquiry • Refine monitoring and evaluation systems and timelines • Use High Reliability Schools Surveys (electronically) to monitor progress and set targets for 	<ul style="list-style-type: none"> • Guaranteed and Viable The Humanities, Science and Technologies curriculum established and documented • Pacing Guide documented and guaranteed vocabulary established in The Humanities, Science and Technologies • The Humanities, Science and Technologies Essential Learning and Proficiency Scales developed, documented and utilised • Increased oral vocabulary for students in F-4 • AIP Targets set, measuring growth, in Reading, Writing and Number • Increase mean scores in the following surveys: <ul style="list-style-type: none"> – Staff Opinion – Student Opinion – Parent Opinion – High Reliability Schools

	<p>AIPs for:</p> <ul style="list-style-type: none"> - Effective Teaching in Every Classroom - Guaranteed and Viable Curriculum <ul style="list-style-type: none"> • Set staff Performance and Development goals in line with the Strategic Plan and AIP • Specialist staff to refine Essential Learning and Proficiency Scales in their particular field (Art, Music, PE and Spanish) 	
<p>Year 4</p>	<ul style="list-style-type: none"> • Continue coaching with an enabling timetable for: <ul style="list-style-type: none"> - Classroom Instruction that Works - Effective Teaching in Every Classroom (High Reliability Schools) - 6+1 Writing Traits - ICT, Assessment and Reporting • Refine Induction Program for new and returning staff • Continue to implement the Victorian Curriculum • Refine the school wide assessment schedule • Refine reporting systems to reflect Standards-Referenced Reporting (High Reliability Schools) • Develop and refine assessment tasks for The Humanities, Science and Technologies • Continue to Implement Developmental Play Based Learning across Years F-2 • Refine support and intervention responses in Literacy and Numeracy • Refine common planners in Literacy, Numeracy and Inquiry • Refine monitoring and evaluation systems and timelines • Set staff Performance and Development goals in line with the Strategic Plan and AIP • Undertake school self-evaluation and Review 	<ul style="list-style-type: none"> • AIP Targets met, measuring growth, in Reading, Writing and Number • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools • School Self Evaluation and Review completed

Engagement		Key improvement strategies																																																															
Goals	To provide a student centred, stimulating learning environment which connects students with their learning.	<ol style="list-style-type: none"> 1. Refine transition arrangements to ensure that all students are prepared and supported for the next stage of their learning/schooling. 2. Enhance parental connectedness to, and engagement with school. 3. Provide targeted and ongoing professional learning for all staff to ensure implementation of interventions and initiatives. 4. Redefine procedures and systems for continual data collection, monitoring and evaluating programs for effectiveness and impact. 5. Develop opportunities for students to voice their opinions and ideas so teachers can utilise the feedback to be reflective practitioners. 6. Fully integrate the creative use of technology into all aspects of the curriculum. 																																																															
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Theory of action	If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.																																																																

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Provide Professional Development for: <ul style="list-style-type: none"> – Classroom Instruction that Works (McREL – 3 day program) – Developmental Play Based Learning (Deakin University) – Proficiency Scales • Establish common understanding of the Victorian Curriculum in English and Mathematics and moderate work samples across levels to ensure smooth progressions. • Provide opportunities for across and within Level professional discussions about expectations and Teaching and Learning to support transition of students across the whole school F-6. • Involve the whole school in exploring NAPLAN past assessments to commence sharing common expectations. • Identify cohorts of students who, in the previous year, did not meet the NAPLAN National Minimum Standard in Literacy and Numeracy and students who have shown no or below expected growth in Teacher Judgements. • Develop activities that promote the development of resilience to support the preparation of students for transition to a larger school environment. • Publicise and market the school’s purpose, values, SWPBS, Restorative Practices through: <ul style="list-style-type: none"> – School website – Brochures – Classroom displays – Student awards – Enrolment packs • Audit current technology hardware and software as well as ICT curriculum scope and sequences. • Maintain student leadership profile of: <ul style="list-style-type: none"> – School Captains (x2) – School Vice Captains (x2) – House Captains (x8) – Junior School Council (class reps) – Biodiversity Environmental Sustainability Team (BEST) – eSmart Student Team • Provide forums for student voice and develop feedback surveys across the school. • Establish the Student Engagement and Wellbeing Team and develop a yearly action plan. • Student Engagement and Wellbeing Team to consist of: 	<ul style="list-style-type: none"> • NAPLAN and Teacher Judgements data to show alignment at the end of the year. • Improved student achievement and growth data. • Cohorts of students who in the previous year did not meet the NAPLAN National Minimum standard in Literacy and Numeracy and below expected level in Teacher Judgements identified and ILIPs and intervention responses implemented. • Decrease in student absence data. • Increased Attitudes to School survey results in: <ul style="list-style-type: none"> – Learning Confidence – Stimulating Learning – School Connectedness – Classroom Behaviour • Increased Parent Opinion survey results in: <ul style="list-style-type: none"> – Connectedness to Peers – Social Skills – Homework – Classroom Behaviour • Increased Staff Opinion survey results in: <ul style="list-style-type: none"> – Parent and Community Involvement – Teacher Collaboration – Academic Emphasis

	<ul style="list-style-type: none"> - Leading Teacher: Student Engagement and Wellbeing - Leading Teacher: ASD - Coach and Support - Social Worker - Speech Therapist • Investigate ways to connect with parents and the community through: <ul style="list-style-type: none"> - Events and social activities - Classroom helpers - Volunteer programs - External agencies - Communication, publicity and marketing - Technology and XUNO - Werribee Friends Committee 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to develop common understanding of the Victorian Curriculum and moderate work samples across levels to ensure smooth progressions. • Provide opportunities for cross and within Level professional discussions about expectations and Teaching and Learning to support transition of students across the whole school P-6. • Involve the whole school in exploring NAPLAN past assessments to commence sharing common expectations. • Identify cohorts of students who, in the previous year, did not meet the NAPLAN National Minimum Standard in Literacy and Numeracy and students who have shown no or below expected growth in Teacher Judgements. • Refine activities that promote the development of resilience to support the preparation of students for transition to a larger school environment. • Publicise and market the school's purpose, values, SWPBS, Restorative Practices through: <ul style="list-style-type: none"> - School website - Brochures - Classroom displays - Student awards - Enrolment packs • Maintain student leadership profile • Provide forums for student voice and refine feedback surveys across the school • Student Engagement and Wellbeing Team to develop a yearly action plan • Further develop ways to connect with parents and the community 	<ul style="list-style-type: none"> • NAPLAN and Teacher Judgements data to show alignment at the end of the year. • Improved student achievement and growth data • Cohorts of students who in the previous year did not meet the NAPLAN National Minimum standard in Literacy and Numeracy and below expected level in Teacher Judgements identified and ILIP's and intervention responses implemented. • Decrease in student absence data • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools

<p>Year 3</p>	<ul style="list-style-type: none"> • Continue to develop common understanding of the Victorian Curriculum and moderate work samples across levels to ensure smooth progressions. • Continue to provide opportunities for cross and within Level professional discussions about expectations and Teaching and Learning to support transition of students across the whole school P-6. • Involve the whole school in exploring NAPLAN past assessments to commence sharing common expectations. • Identify cohorts of students who, in the previous year, did not meet the NAPLAN National Minimum Standard in Literacy and Numeracy and students who have shown no or below expected growth in Teacher Judgements. • Refine activities that promote the development of resilience to support the preparation of students for transition to a larger school environment. • Publicise and market the school's purpose, values, SWPBS, Restorative Practices through: <ul style="list-style-type: none"> - School website - Brochures - Classroom displays - Student awards - Enrolment packs • Maintain student leadership profile • Provide forums for student voice and refine feedback surveys across the school • Student Engagement and Wellbeing Team to develop a yearly action plan • Enhance ways to connect with parents and the community 	<ul style="list-style-type: none"> • NAPLAN and Teacher Judgements data to show alignment at the end of the year. • Improved student achievement and growth data • Cohorts of students who in the previous year did not meet the NAPLAN National Minimum standard in Literacy and Numeracy and below expected level in Teacher Judgements identified and ILIP's and intervention responses implemented. • Decrease in student absence data • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools
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Wellbeing		Key improvement strategies																																																			
Goals	To further develop a safe and collaborative culture to engage students in their learning and support them to achieve their 'personal best'.	<ol style="list-style-type: none"> Further implement and embed: <ul style="list-style-type: none"> SWPBS framework Restorative Practices Establish, embed and publicise the new School Purpose and Values across the school community. Promote and value the student voice and develop student surveys across the school from F-6 Targeted and ongoing professional learning for all staff in: <ul style="list-style-type: none"> Effective monitoring and evaluation strategies Giving students authentic and effective feedback 																																																			
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Theory of action	<p>An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> <p>Positive relationships and high levels of relational trust are related to maintaining high levels of student outcomes.</p>																																																				

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Appoint substantive Leading Teacher: Student Engagement and Wellbeing. • Provide Professional Development for: <ul style="list-style-type: none"> – School Wide Positive Behaviours Framework (Louise O’Kelly 28th Jan) – Restorative Practices (Real Schools – Adam Voigt) – Effective monitoring and evaluation strategies – Giving students authentic and effective feedback • Establish a Positive Behaviour Action team with all stakeholders (ES, parent community, student, leadership, teaching staff and social worker) with regular meetings scheduled and documented with minutes. • Re-develop effective student leadership teams to drive student voice. • Develop a School Values Matrix with all stakeholders including visual prompts. • Embed School Values into restorative practices. • Establish an agreed coaching model to build staff capacity. <ul style="list-style-type: none"> – Feedback proforma for classroom teachers and coaches – Protocols – Giving and receiving effective feedback • Establish and investigate data collection, monitoring and evaluation systems for success and impact of programs. 	<ul style="list-style-type: none"> • Planners to reflect coaching time. • Consistent effective feedback coaching proforma developed . • 2015 XUNO Restorative Practice Plans used as baseline data to set targets for AIP. AIP Targets to show improvement. • Action Team exists with all stakeholders attendance rate at meetings at or above 80%. • Expectations exist that are positive, promoted and identified for specific settings (School Values Matrix). • Surveys developed across the school from F-6 demonstrating student opinions. • Increased Attitudes to School survey results in: <ul style="list-style-type: none"> - Classroom Behaviour - Connectedness to peers - Student safety - Student distress - Student Morale • Increased Parent Opinion survey results in: <ul style="list-style-type: none"> - Student safety - Classroom Behaviour - School Connectedness • Increased Staff Opinion survey results in: <ul style="list-style-type: none"> - Collective responsibility - Trust in students and parents - Collective focus on student learning
Year 2	<ul style="list-style-type: none"> • Action team to create a yearly overview targeting skills to be taught across the school developed by the Matrix. • School Values Matrix utilised across the whole school. • Continue coaching model to build teacher and coach’s capacity with an enabling timetable • Continue Professional Development for: <ul style="list-style-type: none"> – School Wide Positive Behaviours Framework – Restorative Practices (Real Schools) • Investigate student leadership opportunities to improve student skills and voice. • Analyse data collection to target and review specific intervention programs and implement 	<ul style="list-style-type: none"> • Week by week yearly overview of skills identified in behaviour expectations established for all year levels. • Documentation of regular coaching feedback provided using the established proforma • Programs established to reteach the expected behaviours coinciding with the data. • Student survey indicates knowledge of the School values • Increase mean scores in the following surveys: <ul style="list-style-type: none"> – Staff Opinion

	<p>appropriate responses</p> <ul style="list-style-type: none"> • Refine the Positive Behaviour Staff Handbook to incorporate processes around Essential Elements to teach expected behaviours. 	<ul style="list-style-type: none"> - Student Opinion - Parent Opinion - High Reliability Schools
Year 3	<ul style="list-style-type: none"> • All teaching staff using the yearly overview to drive their term planners when delivering the PBS lessons. • Continue coaching with an enabling timetable • Refine the Positive Behaviour Staff Handbook to incorporate processes around Essential Elements to teach expected behaviours. • Analyse data collection to target and review specific intervention programs and implement appropriate responses 	<ul style="list-style-type: none"> • Expected academic and social behaviours are taught directly to all students in classrooms and across other locations. • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools
Year 4	<ul style="list-style-type: none"> • Teachers developing their own PBS lesson plans on the yearly overview at point of need. • Continue coaching with an enabling timetable • Refine the Positive Behaviour Staff Handbook to incorporate processes around Essential Elements to teach expected behaviours. • Undertake school self-evaluation of specific intervention programs and implement appropriate responses 	<ul style="list-style-type: none"> • AIP targets met, measuring growth in all areas • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools

Productivity		Key improvement strategies																							
Goals	To ensure that the school utilises resources effectively and efficiently for improving student outcomes	<ol style="list-style-type: none"> 1. Allocate and manage resources (physical, human, financial, information, time) to enable collaborative planning, professional learning and the delivery of a guaranteed and viable curriculum. 2. Develop the school's leadership structure and Identify and appoint key staff to drive key improvement strategies and support student outcomes improvement. 3. Develop and enhance Information, Communication and Technology to enable robust and reliable access for improved student learning. 4. Develop the Performing Arts within the school culture. 5. Implement, support and develop computer/web based systems to enhance processes and procedures for: <ul style="list-style-type: none"> - Student data and information management (XUNO) - Professional Learning - Staff Performance & Development Plans (StaffPD) - Student reporting - Student learning <ul style="list-style-type: none"> o Mathematics (Mathletics) o Reading (Sunshine Online) - Student achievement data storage, tracking and analysis (Student Performance Analyser) - Emergency management planning (Dynamiq) - Parent/Teacher interviews - Community communication - Student engagement and wellbeing 6. DET and School Council to collaborate and develop a plan to cater for predicted future enrolment growth. 																							
Targets	<ul style="list-style-type: none"> • All staff to have relevant SMART goals in line with the Strategic Plan and AIP in their Performance and Development Plans in: <ul style="list-style-type: none"> - Professional Learning - Improved student outcomes and growth • A workforce plan developed that supports the Strategic Plan and Student Resource Package • To have in place a robust, reliable and up to date computer network and resources • A developed and implemented plan to cater for future enrolment growth <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Staff Opinion Survey: Prin/Teach means</th> </tr> <tr> <th><i>Increase scores in:</i></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>67.77</td> <td>>80.00</td> </tr> <tr> <td>Teacher Collaboration</td> <td>74.50</td> <td>>80.00</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Parent Opinion Survey</th> </tr> <tr> <th><i>Increase scores in:</i></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.59</td> <td>>5.75</td> </tr> <tr> <td>General Satisfaction</td> <td>5.48</td> <td>>5.90</td> </tr> </tbody> </table>		Staff Opinion Survey: Prin/Teach means			<i>Increase scores in:</i>	2015	2019	Collective Efficacy	67.77	>80.00	Teacher Collaboration	74.50	>80.00	Parent Opinion Survey			<i>Increase scores in:</i>	2015	2019	School Improvement	5.59	>5.75	General Satisfaction	5.48
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	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Allocate staff for the following new positions: <ul style="list-style-type: none"> - Substantive Leading Teachers: <ul style="list-style-type: none"> ○ Student Engagement and Wellbeing ○ ICT, Assessment and Reporting - Specialist Programs <ul style="list-style-type: none"> ○ Music ○ STEM - Support/Intervention <ul style="list-style-type: none"> ○ Instructional coach ○ SWPBS coach and support ○ Social Worker ○ Speech Therapist ○ Technology Support ○ Early Years Literacy Support • Restructure school leadership and PLT teams • Allocate funding for Music Program (start-up) <ul style="list-style-type: none"> - Refurbish Multipurpose Room - Allocate budget for resources - Create working party to support initial establishment • Provide Professional Learning and resources for: <ul style="list-style-type: none"> - Classroom Instruction That Works (McREL) - SWPBS - Restorative Practices (Real Schools) - Induction program for new and returning staff • Implement and enhance computer/web-based systems <ul style="list-style-type: none"> - XUNO (including Kiosk and parent/student portal) - StaffPD - Student Performance Analyser - Dynamiq (Emergency management) - Mathletics - Sunshine Online - Sponsor-Ed (School Website) - Online purchasing requests and ordering (REQord) - Online assessment resources (i.e PAT, Essential Assessments) • Allocate adequate funding for the maintenance and upgrade of existing physical resources 	<ul style="list-style-type: none"> • 100% acquittal of 2016 additional Equity Funding • Role clarity established for all staff • Successful achievement of all staff Performance and Development Plan SMART goals • Music Program established • Instructional model implemented in all classrooms • Option for student access to technology identified • Computer/Web-based systems implemented and used regularly by appropriate groups (staff/students/parents) • Attractive, safe, up to date physical resources • Program Budgets established and used effectively and within budget • Response from DET on how to manage future enrolment growth • Increased Parent Opinion survey results in: <ul style="list-style-type: none"> - School Improvement - General Satisfaction • Increased Staff Opinion survey results in: <ul style="list-style-type: none"> - Collective Efficacy - Teacher Collaboration

	<p>(buildings, grounds, furniture, equipment, ICT)</p> <ul style="list-style-type: none"> • Establish Program Budgets • Investigate options for student access to technology • Select School Council representatives to collaborate with DET to establish a plan for future enrolment growth <ul style="list-style-type: none"> – Meet with representatives from DET 	
Year 2	<ul style="list-style-type: none"> • Workforce Plan evaluated and changed to meet the needs of the school • Refine school leadership and PLT structures • Provide ongoing Professional Learning and resources • Induction program for new and returning staff • Evaluate, implement and enhance computer/web-based systems • Allocate adequate funding for the maintenance and upgrade of existing physical resources • Establish Program Budgets • Implement preferred option for student access to technology • Implement enrolment management plan 	<ul style="list-style-type: none"> • 100% acquittal of 2017 additional Equity Funding • Role clarity established for all staff • Successful achievement of all staff Performance and Development Plan SMART goals • Future enrolment and accommodation plan implemented • Student access to technology option implemented • Computer/Web-based systems implemented and used regularly by appropriate groups (staff/students/parents) • Attractive, safe, up to date physical resources • Program Budgets established and used effectively and within budget • Increase mean scores in the following surveys: <ul style="list-style-type: none"> – Staff Opinion – Student Opinion – Parent Opinion – High Reliability Schools
Year 3	<ul style="list-style-type: none"> • Workforce Plan evaluated and changed to meet the needs of the school • Refine school leadership and PLT structures as required • Provide ongoing Professional Learning and resources • Refine induction program for new and returning staff • Evaluate, implement and enhance computer/web-based systems • Allocate adequate funding for the maintenance and upgrade of existing physical resources • Establish Program Budgets • Further implement and evaluate preferred option for student access to technology • Implement enrolment management plan 	<ul style="list-style-type: none"> • 100% acquittal of any additional Equity Funding • Role clarity established for all staff • Successful achievement of all staff Performance and Development Plan SMART goals • Future enrolment and accommodation plan implemented • Student access to technology option implemented • Computer/Web-based systems implemented and used regularly by appropriate groups (staff/students/parents) • Attractive, safe, up to date physical resources • Program Budgets established and used effectively and within budget

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<p>Year 4</p>	<ul style="list-style-type: none"> • Workforce Plan evaluated and changed to meet the needs of the school • Refine school leadership and PLT structures as required • Provide ongoing Professional Learning and resources • Evaluate and refine induction program for new and returning staff • Evaluate, implement and enhance computer/web-based systems • Allocate adequate funding for the maintenance and upgrade of existing physical resources • Establish Program Budgets • Implement preferred option for student access to technology • Implement enrolment management plan 	<ul style="list-style-type: none"> • 100% acquittal of any additional Equity Funding • Role clarity established for all staff • Successful achievement of all staff Performance and Development Plan SMART goals • Future enrolment and accommodation plan implemented • Student access to technology option implemented • Computer/Web-based systems implemented and used regularly by appropriate groups (staff/students/parents) • Attractive, safe, up to date physical resources • Program Budgets established and used effectively and within budget • Increase mean scores in the following surveys: <ul style="list-style-type: none"> - Staff Opinion - Student Opinion - Parent Opinion - High Reliability Schools