

# School Strategic Plan for Harrietville Primary School 0843

## 2016 – 2019



## Endorsements

<p>Endorsement by School Principal</p>	 <p>Signed .....</p> <p>Name.....Samantha Pellegrini</p> <p>Date.....16<sup>th</sup> March 2016</p>
<p>Endorsement by School Council</p>	 <p>Signed .....</p> <p>Name.....Jude Hawkins</p> <p>Date.....16<sup>th</sup> March 2016</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.....Jody Grimmond</p> <p>Date.....</p>

## School Profile

<b>Purpose</b>	At Harrietville Primary School, our vision is to develop <b>respect</b> within children, who <b>engage</b> in their learning, aspire to <b>achieve</b> their personal goals and become connected members of the <b>community</b> .
<b>Values</b>	<p>Harrietville Primary School is guided by values held by the school and its community:</p> <p><b>Community</b> – connecting in relationships, participating and linking with the community and the world</p> <p><b>Achieve</b> – aspiring to acquire new skills and knowledge, to design and produce</p> <p><b>Respect</b> – of self and others, learning and property through honesty, inclusion and responsibility</p> <p><b>Engage</b> – in learning by thinking and questioning, experiencing and endeavouring</p>
<b>Environmental Context</b>	<p>Harrietville Primary School, founded in 1866, is located in the picturesque mountain village of Harrietville, 25kms from Bright, at the base of Mt Hotham in North-East Victoria. As the sole provider school within Harrietville, enrolments are entirely procured from the local township, which, at the 2011 census, had a population of 402. At the commencement of 2015, the school had an enrolment of 11 students increasing to 13 at the end of term 2. The Student Family Occupation index is 0.39, as at the end of 2015.</p> <p>Local business owners do not have primary aged children, accounting for low enrolment numbers and there is no bus service to enable students from bordering towns to travel back into Harrietville. It has therefore, been a school and community priority to forge strong connections with other schools within the cluster through combined academic, sporting and social events, as well as camps and excursions.</p>
<b>Service Standards</b>	The school's aim is to provide a personalised, supportive and engaging environment, in which students strive to achieve to the best of their ability. Maintaining strong connections with the community, developing leadership skills and providing every child with every opportunity are priorities in the development of our students to become well balanced and respectful community members. Links with community are strengthened through many local events including the Harrietville School Duck Race in association with the Harrietville Historic Society Bush Market, the annual "Art & Pizza" night, Harrietville Half Marathon and the Harrietville Music Camp organised by the Whitehorse Orchestra.

The school has an active Parents and Friends association who fundraise year round. In 2016, in collaboration with the community, the school will celebrate its 150<sup>th</sup> birthday and the P&F group has commenced celebration organisation and management.

The school is divided into two classes, which consist of a Foundation – Year 2 class, and a Year 3 – 6 class. Personalised Individual Learning plans are developed and maintained for every student and the school strives to provide a rich and engaging curriculum. Core curriculum programs strongly focus on Literacy and Numeracy, and specialists subjects such as ICT, German, Science, Library (MARC) and Art (MACC) are delivered as part of the timetable. We also have a diverse variety of extra-curricular programs including:

Skiing program

Music lessons

Swimming/Tennis program

Cluster Camps and Excursions

Kinder Club

Pre-prep program

Gardening/Cooking

Sporting Schools

We have recently cultivated a permaculture and sensory garden, initiated a Kinder Club and developed an engaging website showcasing our school.

## Strategic Direction

<h3>Achievement</h3> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<h3>Key improvement strategies</h3> <p>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>
<h3>Goals</h3> <p>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.</p>	<p>To improve student learning outcomes in Literacy and Numeracy.</p>	<ol style="list-style-type: none"> <li>1. To build staff capacity in improving student learning outcomes and analysis of student performance data.</li> <li>2. To build a strong and consistent instructional and teaching practice model.</li> </ol>
<h3>Targets</h3> <p>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.</p>	<p>Literacy – Increase the percentage of students achieving a grade of C or above from 97% to 100% and a grade of B &amp; A by 15%.</p> <p>Numeracy – Maintain the percentage of students achieving a grade of C or above at 100% and increase the percentage of students achieving a grade of B &amp; A by 15%.</p> <p>NAPLAN matched cohort school mean to be at or above the national average.</p> <p>All students achieving medium-high growth in NAPLAN relative growth domains in Writing and Numeracy.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the</p>	<p>In accordance with the DET Framework for Improving Student Outcomes, the priority is <i>excellence in teaching and learning</i>. The initiatives will be to <i>build practice excellence</i></p>	

strategies will achieve the goals articulated in the Plan.	through an exchange of knowledge and approaches, and a focus on <i>curriculum planning and assessment</i> and the evaluation of data to determine future learning programs.	
	<p><b>Actions</b> 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><b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p><b>Year 1 (2016)</b> To build staff capacity in improving student learning outcomes and analysis of student performance data.</p>	<ul style="list-style-type: none"> <li>• Ensuring Performance and Development Plans for all staff demonstrate goals that align with the Literacy and Numeracy goals.</li> <li>• Build staff capacity to triangulate of data.</li> <li>• Implement a Peer Observation program that provides constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- PDPs for all staff completed, documented and saved to the staff drive, including mid and end cycle comments.</li> <li>- Develop a process of triangulating student performance data.</li> <li>- Develop and document a Peer Observation program that focuses on the learning of the students.</li> <li>- Achievement data indicating Literacy and Numeracy improvement of 4%.</li> </ul>
To build a strong and consistent instructional and teaching practice model.	<ul style="list-style-type: none"> <li>• Establish a process of aligning curriculum planning through consistent curriculum, documentation and teacher work program.</li> </ul>	<ul style="list-style-type: none"> <li>- Use Hume Region Literacy and Numeracy Instructional model.</li> <li>- Use Words Their Way and 6+1 Traits of writing teaching model.</li> <li>- Yearly, term and weekly planners maintained on the staff drive.</li> </ul>

<p><b>Year 2 (2017)</b> To build staff capacity in improving student learning outcomes and analysis of student performance data.</p>	<ul style="list-style-type: none"> <li>• Maintain improvement in Performance and Development Plans for all staff</li> <li>• Review and extend the Peer Observation program to include external observation opportunities.</li> <li>• Continue to ensure that data is collected, analysed and used to improve student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- PDPs for all staff completed, documented and saved to the staff drive, including mid and end cycle comments.</li> <li>- External Peer Observation program developed with surrounding schools.</li> <li>- Continued reflection on, and triangulation of student performance data that leads to effective planning.</li> <li>- Achievement data indicating Literacy and Numeracy improvement of 4%.</li> </ul>
<p>To build a strong and consistent instructional and teaching practice model.</p>	<ul style="list-style-type: none"> <li>• Maintain the process of aligning curriculum planning.</li> <li>• Continue to build on explicit teaching practices in maths and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Agreed whole school documents in curriculum planning saved to staff drive.</li> </ul>
<p><b>Year 3 (2018)</b> To build staff capacity in improving student learning outcomes and analysis of student performance data.</p>	<ul style="list-style-type: none"> <li>• Reflection and evaluation of progress. Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement milestones to be determined.</li> <li>- Achievement data indicating Literacy and Numeracy improvement of 4%.</li> </ul>
<p>To build a strong and consistent instructional and teaching practice model.</p>	<ul style="list-style-type: none"> <li>• Use Literacy and Numeracy models.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional models and approaches are being used effectively.</li> </ul>
<p><b>Year 4 (2019)</b> To build staff capacity in improving student learning outcomes and analysis of student performance data.</p>	<ul style="list-style-type: none"> <li>• Analysis growth through data.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement data indicating Literacy and Numeracy improvement of 4%.</li> </ul>
<p>To build a strong and consistent instructional and teaching practice model.</p>	<ul style="list-style-type: none"> <li>• Review the Literacy and Numeracy models.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional models and approaches are being used effectively.</li> </ul>

<h2>Engagement</h2> <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>		<h3>Key improvement strategies</h3> <p>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>
<h3>Goals</h3> <p>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.</p>	<p>To enhance student engagement in their own learning.</p>	<ol style="list-style-type: none"> <li>1. Build staff and student capacity to give and receive effective feedback about teaching and learning.</li> <li>2. Increase opportunities for student voice.</li> <li>3. Embed the use of 1:1 technology to enhance, stimulate and engage students in their learning.</li> </ol>
<h3>Targets</h3> <p>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.</p>	<p>Attitudes to School Survey: Teaching and Learning scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</p> <p>Attendance data maintained at 90% or above.</p> <p>Parent Opinion Survey data to be in the 4<sup>th</sup> quartile.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>In accordance with the DET Framework for Improving Student Outcomes, the priority is to create a <i>positive climate for learning</i>. The initiative will be to <i>empower students and build school pride</i> by giving students a greater say in the decisions that affect their learning.</p>	



	<b>Actions</b> 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.	<b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
<b>Year 1 (2016)</b> Build staff and student capacity to give and receive effective feedback about teaching and learning.	<ul style="list-style-type: none"> <li>Develop a whole-school Student Survey that includes responses to <i>Teaching and Learning</i> indicators: Learning Confidence, School Connectedness, Stimulating Learning, Student Motivation, Teacher Effectiveness and Teacher Empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Data set collected from in-house Student Survey.</li> <li>Data collected via survey to determine effectiveness of technology to stimulate and enhance student engagement.</li> <li>Teaching and Learning scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
Increase opportunities for student voice.	<ul style="list-style-type: none"> <li>Develop a Student Representative Council.</li> </ul>	<ul style="list-style-type: none"> <li>SRC created.</li> <li>Parent Opinion Survey data to be in the 4<sup>th</sup> quartile.</li> </ul>
Embed the use of 1:1 technology to enhance, stimulate and engage students in their learning.	<ul style="list-style-type: none"> <li>Introduce 1:1 technology in senior classroom.</li> <li>Develop a strategy to inform parents about engaging programs and the impact of student absence.</li> </ul>	<ul style="list-style-type: none"> <li>1:1 technology in senior classroom.</li> <li>Development of information to inform parents of statistical impact on student learning due to absence.</li> <li>Attendance data maintained at 90% or above.</li> </ul>
<b>Year 2 (2017)</b> Build staff and student capacity to give and receive effective feedback about teaching and learning.	<ul style="list-style-type: none"> <li>Review whole-school Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of effectiveness of data collected</li> <li>Teaching and Learning scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
Increase opportunities for student voice.	<ul style="list-style-type: none"> <li>Maintain SRC and review effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>SRC an active voice in student learning.</li> <li>Parent Opinion Survey data to be in the 4<sup>th</sup> quartile.</li> </ul>

Embed the use of 1:1 technology to enhance, stimulate and engage students in their learning.	<ul style="list-style-type: none"> <li>• Review 1:1 technology in senior classroom.</li> <li>• Implement a strategy to inform parents about impact of student absence.</li> </ul>	<ul style="list-style-type: none"> <li>- Review data to determine success of 1:1 technology in student engagement.</li> <li>- Implementation of "Holiday Pack" which acknowledges parental responsibility for learning when absent on holiday.</li> <li>- Attendance data maintained at 90% or above.</li> </ul>
<b>Year 3 (2018)</b> Build staff and student capacity to give and receive effective feedback about teaching and learning.	<ul style="list-style-type: none"> <li>• Refine Student Survey.</li> <li>• Reflection and evaluation of progress.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Student Survey strongly indicates student engagement to their learning.</li> <li>- Teaching and Learning scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
Increase opportunities for student voice.	<ul style="list-style-type: none"> <li>• Refine SRC.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- SRC effectively represents student voice.</li> <li>- Parent Opinion Survey data to be in the 4<sup>th</sup> quartile.</li> </ul>
Embed the use of 1:1 technology to enhance, stimulate and engage students in their learning.	<ul style="list-style-type: none"> <li>• Refine strategy to decrease student absence.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Refine Holiday Pack.</li> <li>- Attendance data maintained at 90% or above.</li> </ul>
<b>Year 4 (2019)</b> Build staff and student capacity to give and receive effective feedback about teaching and learning.	<ul style="list-style-type: none"> <li>• Review the Student Survey at this point.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Student engagement data shows improvement.</li> <li>- Teaching and Learning scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
Increase opportunities for student voice.	<ul style="list-style-type: none"> <li>• Review the function of the SRC.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- SRC functioning as student voice.</li> <li>- Parent Opinion Survey data to be in the 4<sup>th</sup> quartile.</li> </ul>
Embed the use of 1:1 technology to enhance, stimulate and engage students in their learning.	<ul style="list-style-type: none"> <li>• Review of impact of Holiday Pack.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Student absences decrease.</li> <li>- Attendance data maintained at 90% or above.</li> </ul>

# Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

## Key improvement strategies

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.

### Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To improve student resilience and learning confidence.

### Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

Attitude to School Survey:  
Student Wellbeing scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.

Parent Opinion Survey results to align with Attitudes to School Survey results.

### Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

In accordance with the DET Framework for Improving Student Outcomes, the priority is to create a *positive climate for learning*. The initiative will be *setting expectations and promoting inclusion* as we work to implement a shared approach to support health and wellbeing of all students.

1. Build staff and student capacity to give and receive effective feedback about feelings of student wellbeing.
2. Increase opportunities for a student wellbeing forum.
3. Further develop processes and programs that support the social and emotional wellbeing of our students at point of need.

	<b>Actions</b> 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.	<b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
<b>Year 1 (2016)</b> Build staff and student capacity to give and receive effective feedback about feelings of student wellbeing.	<ul style="list-style-type: none"> <li>Develop a whole-school Student Survey that includes responses to <i>Student Wellbeing</i> indicators: Student Distress and Student Morale</li> </ul>	<ul style="list-style-type: none"> <li>Data set collected from in-house Student Survey.</li> <li>Parent Opinion Survey results to align with Attitudes to School Survey results.</li> </ul>
Increase opportunities for a student wellbeing forum.	<ul style="list-style-type: none"> <li>Develop a student forum via a Student Representative Council</li> </ul>	<ul style="list-style-type: none"> <li>Student forum created.</li> </ul>
Further develop processes and programs that support the social and emotional wellbeing of our students at point of need.	<ul style="list-style-type: none"> <li>Prioritise the full implementation of the Bounce Back and Building Resilience programs.</li> </ul>	<ul style="list-style-type: none"> <li>The Bounce Back and Building Resilience programs have been prioritised in the curriculum.</li> <li>Student Wellbeing scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
<b>Year 2 (2017)</b> Build staff and student capacity to give and receive effective feedback about feelings of student wellbeing.	<ul style="list-style-type: none"> <li>Review whole-school Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of effectiveness of data collected.</li> <li>Parent Opinion Survey results to align with Attitudes to School Survey results.</li> </ul>
Increase opportunities for a student wellbeing forum.	<ul style="list-style-type: none"> <li>Maintain student forum</li> </ul>	<ul style="list-style-type: none"> <li>Student forum an active platform for students to raise concerns of wellbeing.</li> </ul>
Further develop processes and programs that support the social and emotional wellbeing of our students at point of need.	<ul style="list-style-type: none"> <li>Implementation of the Bounce Back and Building Resilience programs.</li> </ul>	<ul style="list-style-type: none"> <li>The Bounce Back and Building Resilience programs are fully implemented across the curriculum.</li> <li>Student Wellbeing scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>

<p><b>Year 3 (2018)</b> Build staff and student capacity to give and receive effective feedback about feelings of student wellbeing.</p>	<ul style="list-style-type: none"> <li>• Refine Student Survey.</li> <li>• Reflection and evaluation of progress.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Student Survey clearly indicates student feelings of wellbeing.</li> <li>- Parent Opinion Survey results to align with Attitudes to School Survey results.</li> </ul>
<p>Increase opportunities for a student wellbeing forum.</p>	<ul style="list-style-type: none"> <li>• Refine Student forum structure.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Student forum effectively represents student voice.</li> </ul>
<p>Further develop processes and programs that support the social and emotional wellbeing of our students at point of need.</p>	<ul style="list-style-type: none"> <li>• Refine the delivery of the Bounce Back and Building Resilience programs.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- The Bounce Back and Building Resilience programs have shown to have developed social and emotional skills in students.</li> <li>- Student Wellbeing scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>
<p><b>Year 4 (2019)</b> Build staff and student capacity to give and receive effective feedback about feelings of student wellbeing.</p>	<ul style="list-style-type: none"> <li>• Review the Student Survey at this point.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Student distress and morale data shows improvement.</li> <li>- Parent Opinion Survey results to align with Attitudes to School Survey results.</li> </ul>
<p>Increase opportunities for a student wellbeing forum.</p>	<ul style="list-style-type: none"> <li>• Review the function of the student forum</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- SRC has been successful as a forum of student wellbeing.</li> </ul>
<p>Further develop processes and programs that support the social and emotional wellbeing of our students at point of need.</p>	<ul style="list-style-type: none"> <li>• Review the efficacy of the Bounce Back and Building Resilience programs.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- The Bounce Back and Building Resilience programs have helped improve student wellbeing data.</li> <li>- Student Wellbeing scores to increase from 1<sup>st</sup> quartile to 2<sup>nd</sup> quartile or higher.</li> </ul>

# Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

## Key improvement strategies

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.

### Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

To optimise the allocation of resources (human, financial, time, space and materials) to maximise student learning outcomes.

1. Manage and align resource allocation according to the school goals and priorities and student needs.
2. Ensure workforce planning benefits the school.
3. Utilise staff / parent / community expertise.

### Targets

Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

Improved student outcomes in Literacy and Numeracy as a result of effective resource allocation.

Enhance infrastructure and use of facilities for optimal student learning.

### Theory of action (optional)

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

In accordance with the DET Framework for Improving Student Outcomes, the priority is to promote *community engagement in learning*. The initiative will be *building communities* as we make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'.

	<b>Actions</b> 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.	<b>Success criteria</b> Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
<b>Year 1 (2016)</b> Manage and align resource allocation according to the school goals and priorities and student needs.	<ul style="list-style-type: none"> <li>Continually update a staff workforce plan against the Student Resource Package.</li> </ul>	<ul style="list-style-type: none"> <li>Staff workforce plan to be documented and updated</li> </ul>
Ensure workforce planning benefits the school.	<ul style="list-style-type: none"> <li>Construct a functional Budget.</li> </ul>	<ul style="list-style-type: none"> <li>Actions indicate that the school has made ongoing attempts to operate without a deficit.</li> </ul>
Utilise staff / parent / community expertise.	<ul style="list-style-type: none"> <li>Invite and utilise volunteers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer community members have a strong presence in the school.</li> </ul>
<b>Year 2 (2017)</b> Manage and align resource allocation according to the school goals and priorities and student needs.	<ul style="list-style-type: none"> <li>Structure of a staff workforce plan enables a higher level of student support.</li> </ul>	<ul style="list-style-type: none"> <li>Staff workforce plan to be updated.</li> </ul>
Ensure workforce planning benefits the school.	<ul style="list-style-type: none"> <li>Ensure that the allocations of resources are designed to have a positive impact on student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student learning outcomes as reflected in the percentage of students achieving above expected levels.</li> </ul>
Utilise staff / parent / community expertise.	<ul style="list-style-type: none"> <li>Maintain volunteer presence in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers continue to read, teach and garden with the students at the school.</li> </ul>

<p><b>Year 3 (2018)</b> Manage and align resource allocation according to the school goals and priorities and student needs.</p>	<ul style="list-style-type: none"> <li>• Refine the Budget.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff workforce plan to be updated.</li> </ul>
<p>Ensure workforce planning benefits the school.</p>	<ul style="list-style-type: none"> <li>• Refine the Budget.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Actions indicate that the school has made ongoing attempts to operate without a deficit.</li> </ul>
<p>Utilise staff / parent / community expertise.</p>	<ul style="list-style-type: none"> <li>• Refine the volunteer presence.</li> <li>• Further actions determined end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>- Refine ways Volunteers contribute to the school.</li> </ul>
<p><b>Year 4 (2019)</b> Manage and align resource allocation according to the school goals and priorities and student needs.</p>	<ul style="list-style-type: none"> <li>• Review the staff workforce plan against the Student Resource Package.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff workforce plan efficacy review.</li> </ul>
<p>Ensure workforce planning benefits the school.</p>	<ul style="list-style-type: none"> <li>• Review the Budget at this point.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved student learning outcomes as reflected in the percentage of students achieving above expected levels.</li> </ul>
<p>Utilise staff / parent / community expertise.</p>	<ul style="list-style-type: none"> <li>• Review the volunteer presence at this point.</li> <li>• Further actions determined end of Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ways Volunteers have contributed to the school.</li> </ul>