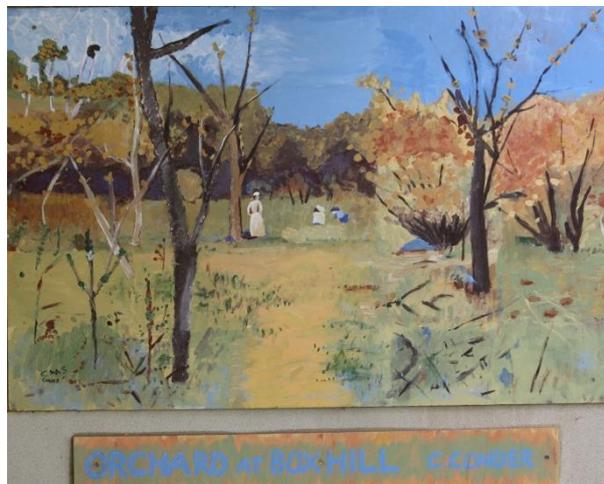


School Strategic Plan for:
 Roberts McCubbin Primary School
 School Number: 5419
 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>Margaret Pickburn</i></p> <p>Name...Margaret Pickburn</p> <p>Date.....23 March 2015.....</p>
<p>Endorsement by School Council</p>	<p>Signed: <i>Gary Layton</i></p> <p>Name: Gary Layton</p> <p>Date: 23 March, 2015</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..... <i>R Stephens</i></p> <p>Name.....R Stephens.....</p> <p>Date.....26 March 2015.....</p>

School Profile

Purpose	<p>At Roberts McCubbin Primary School, there is a commitment to ensuring we maintain a school where there is shared and consistent pedagogical language and understanding across the whole school. Staff will explicitly articulate shared expectations and teaching strategies and approaches which will be evidenced in all areas of the school's operations. There will be continued dialogue about teaching and learning in a community rich in reflection and collaboration. To create this vision Roberts McCubbin Primary School is committed to providing:</p> <ul style="list-style-type: none">• leadership which is instructionally focused, interpersonally strong, futures orientated and strategically driven• professional learning teams which lead in questioning, reflecting on experiences and nurturing excellence at all levels of learning• teachers who are familiar with differentiated learning strategies and best practice in the teaching of literacy, numeracy and other curriculum areas through an inquiry based approach to learning• strategically planned and supported professional growth based on the school's strategic focus and needs• students who understand and talk about their learning styles, goals and strategies• meetings which focus on sharing teaching and learning experiences and practice,• problem solving and effective planning• a school community which is informed and supports the value of learning• an environment that promotes an optimism about learning, striving for excellence and• reaching potential, with a firm commitment to celebration <p>Beliefs and Understandings about Children's Learning</p> <p>The school has developed a shared and aligned set of beliefs and understandings that underpin all aspects of the school. All children need to feel safe and happy at school and have the opportunity to reach their full potential. Learning is greatly enhanced when children:</p> <ul style="list-style-type: none">• are supported by developmentally appropriate practice, matching their learning needs to their individual rate of development• are actively engaged in a variety of learning experiences• develop a positive self-esteem by experiencing success and knowing that their efforts are valued• are encouraged to solve problems and be comfortable 'risk takers'• learn in a stimulating, attractive and supportive environment, where parent involvement is encouraged and celebrated• are exposed to a variety of learning styles• work in cooperation and respect the rights of others
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<p>Values</p>	<p>The values which form the basis of the actions for the whole community are:</p> <p><i>Creativity</i>: Exploring and being open to new ideas <i>Endeavour</i>: Always doing the best you can <i>Respect</i>: Caring about yourself, others and the environment around you <i>Honesty</i>: Being truthful and fair to yourself and others <i>Friendliness</i>: Showing kindness to everyone <i>Trust</i>: Believing in others</p> <p>The school motto 'Creativity and Endeavour' is reflected in all areas of the curriculum, which encourages all children to develop their confidence and self-esteem.</p>
<p>Environmental Context</p>	<p>The school is committed to the principles of a developmental approach to learning and has established a culture that reflects a shared vision about how children learn.</p> <p>The values and beliefs which are central to this culture include a commitment to:</p> <ul style="list-style-type: none"> - designing teaching and learning strategies to match children's developmental learning requirements, - multiage class structures providing an inclusive, integrated and comprehensive curriculum that maximises the opportunity for every child to reach his/her potential - developing a meaningful partnership with parents to create a positive and caring school community <p>The school focuses on promoting:</p> <ul style="list-style-type: none"> - the creation of exciting, challenging and developmentally appropriate learning environments which are crucial in providing students with a strong sense of self worth and a love of learning, which will remain with them throughout their lives - fostering the development of interdependence in learning where children value learning with and from others in a cooperative learning community - leadership skills by providing the opportunity to undertake responsibilities in the classroom and through formal leadership programs <p>The school's inquiry approach to teaching and learning means the curriculum is learner-centred with student voice and choice considered as an important part of the learning process. The school is committed to maintaining a culture of continuous improvement in all areas of teaching and learning. We have high expectations for all students with a strong focus on literacy and numeracy. Our teaching and learning programs are supported by an integrated, inquiry approach that encourages our students to develop a love of learning and provides them with an opportunity to reach their full potential and achieve success. We want the students to see connections between learning experiences across the day and have an inquiring attitude towards problems, challenges and interests.</p> <p>The school's socio-economic profile is rated as high and we have an increased number of students with English as a second language and our profile in this area is now mid-high.</p>

Service Standards	<p>The school is committed to:</p> <ul style="list-style-type: none">- actively supporting and developing caring, positive and meaningful partnerships with the parent and wider community and to having a high level of parent participation in all areas of the school- actively sharing its vision and goals to ensure school community engagement in the school's Strategic Plan.- strengthening professional collaboration and effectiveness of staff within our Professional Learning Teams (PLTs)- establishing staff and leadership role clarity and accountability- building team leader capacity to support and lead the school's vision and goals- providing a curriculum that is learner-centered with student voice and choice as part of their learning- catering for the individual needs of children, who display differences in learning styles and abilities, through effective team and individual classroom planning, support programs including support for EAL (English as an Additional Language) students, a program for students with a disability (PSD) and Reading Recovery- the integrated use of technology throughout the school to ensure our students are given the best possible learning opportunities to prepare them for the future- the creation of exciting, challenging and developmentally appropriate learning environments to provide our students with a strong sense of self-worth and a love of learning- fostering the development of interdependence in learning where children value learning with and from others in a cooperative learning community
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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 achievements of all students in literacy and numeracy	<p>Teacher Judgments</p> <p>Targets to be measured against 2014 outcomes</p> <p>85% of students in F-6 to show 12 months or more growth in literacy and numeracy</p> <p>60% of students to be above expected AusVELS levels (A & B) in Reading, Writing and Numeracy by 2017</p> <p>For there to be more alignment of achievement between Reading, and Writing and Speaking and Listening</p> <p>60% of students to be above expected AusVELS levels (A & B) in Speaking and Listening by 2017</p>	<p>Three Key Improvement Strategies to bring about increased student performance were suggested.</p> <ol style="list-style-type: none"> 1. Professional Learning that guides teachers understanding and knowledge of effective literacy and numeracy teaching and learning 2. Build teachers knowledge and capacity to utilize and understand how data informs planning leading to improved practice 3. PLT leaders to drive teams based on agreed whole school practices that champion rigor, high expectations, clarity, evidence based decisions, challenge and support

		<p>NAPLAN Relative Growth from Year 3 to Year 5</p> <p>For there to be a decrease in the number of students in the low growth to 15% and increase in the number of students in the high growth to above 40% in all areas</p> <p>80% of Year 3 students to be Bands 4-6 for Reading by 2017</p> <p>80% of Year 3 students to be Bands 4-6 for Writing by 2017</p> <p>80% of Year 3 students to be Bands 4-6 for Numeracy by 2017</p> <p>85% of Year 5 students to be Bands 6-8 for Reading by 2017</p> <p>80% of Year 5 students to be Bands 6-8 for Writing by 2017</p> <p>80% of Year 5 students to be Bands 6-8 for Reading by 2017</p> <p>For Teacher Judgments and NAPLAN results to be more aligned by 2017</p> <p>Teacher Opinion survey means of student learning to trend upwards over the life of the plan</p>	
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<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 provide a learning environment that focuses on high expectations, positive relationships and engagement within the community</p>	<p>Increase in the Student Attitude to School Survey (SATS) means of:</p> <p>School Connectedness Teacher Effectiveness Stimulating learning Student Motivation Learning Confidence.</p> <p>Results in be in at least the third quartile throughout the life of the plan</p> <p>Increase in the Parent Opinion Survey means of:</p> <p>Approachability Communication</p> <p>Results to be in at least the third quartile through the life of the next strategic plan.</p>	<ol style="list-style-type: none"> 1. Build teachers' knowledge of and capacity to deliver differentiated and challenging learning 2. Prioritize the key curriculum areas to allow for engagement through core curriculum 3. Imbed innovative and effective use of technology based on Substitution, Augmentation, Modification, Redefinition (SAMR) model
<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 provide a learning environment that focuses on high expectations, positive relationships and engagement within the community</p> <p>To build the school's capacity to provide seamless transition between all year levels, entry and graduation</p>	<p>Increase in the Student Attitude to School Survey (SATS) means of:</p> <p>Connectedness to Peers Student Safety Classroom Behavior Student Morale Student Distress</p> <p>Results to be in at least the third quartile throughout the life of the next strategic plan</p>	<ol style="list-style-type: none"> 1. Develop a RMPS approach to building student well being based on the implementation of key strategies from Kids Matter, Better Buddies program and Real Schools 2. Develop a clear and aligned transition program F to 6

<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>Increase in the Parent Opinion Survey means of :</p> <p>school improvement general satisfaction</p> <p>Results to be in at least the third quartile throughout the life of the next strategic plan</p> <p>Resources have been allocated to school priorities and government initiatives</p> <p>The school reported highly effective resource management in the following areas:</p>	<ol style="list-style-type: none"> 1 To allocate resources according to DEECD and school priorities and evaluate their effect using a transparent and accountable annual budgeting process 2 To strengthen the partnership between parents and school through enhanced communication strategies using multiple communication channels including e-newsletters, email updates, student reports, parent-teacher meetings, information evenings and school events.
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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>			
Key Improvement Strategies		Actions	Achievement Milestone
		<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> <ol style="list-style-type: none"> 1. PL that guides teachers' understandings and knowledge of effective literacy and numeracy teaching and learning. 2. Build teachers' knowledge and capacity to utilize and understand how data informs planning leading to improved practice. 3. PLT leaders to drive teams based on agreed whole school practices that champion rigor, high expectations, clarity, evidence based decisions, challenge and support. 	<p>Year 1</p>	<p>A focus on building the knowledge and capacity of staff to come to a common understanding of their professional responsibilities in developing their professional growth.</p> <p>Curriculum Day facilitated by Tracey Ezard will focus on teachers as learners</p> <p>School to support staff in providing high level PL in priority areas</p> <p>Formalise and implement a process of giving and receiving feedback throughout the school to further develop teaching pedagogy</p> <p>Refine staff understandings about best practice in literacy and numeracy so that learning is relevant and meaningful.</p>	<p>Evidence of greater understandings by staff of their professional responsibilities to achieve greater learning outcomes for students through access to PL & Professional Reading</p> <p>Collective Responsibility within the Staff Survey to improve over the life of the plan</p> <p>Engagement of consultants in literacy, numeracy and inquiry</p> <p>Developed process for Peer Observation throughout the school with staff providing evidence of at least four visits by the end of the year</p> <p>Evidence within teachers' work programs demonstrating agreed literacy and numeracy strategies within their classroom practice</p>

		<p>Document and implement a whole school literacy and numeracy strategy</p> <p>Ensure teacher judgements are informed and accurate based on evidence gained from data collection and tracking of students.</p> <p>A dedicated leadership role that leads staff to more intense analysis of data to inform teaching practice</p> <p>Ensure all members of PLTs understand the purpose and processes of the PLT</p> <p>PLT's to champion rigor, high expectations, clarity, evidence based decisions, challenge and support</p>	<p>Document developed by end of 2015</p> <p>Developed processes for uploading of agreed assessment data on to SPA in order to inform teacher practice</p> <p>A new leadership position based on data analysis be created early in 2015</p> <p>PLTs to have developed agreed protocols, goals and targets in place, with these reviewed regularly to ensure consistency of practice and achievement of goals. Leaders to give feedback to Leadership Team meetings.</p> <p>Evidence of regular discussions where PLT members keep each other to account and challenge each other professionally. Leaders to give feedback at Leadership Team meetings.</p>
	Year 2	<p>Ongoing building of the knowledge and capacity of staff to come to a common understanding around their professional responsibilities in developing their professional growth</p> <p>School to support staff in providing high level PL in priority areas</p>	<p>Evidence of professional discussions within whole staff and PLTs demonstrating professional responsibilities of staff to achieve greater learning outcomes for students</p> <p>Engagement of consultants</p> <p>Collective Responsibility within the Staff Survey to improve over the life of the plan</p>

		<p>Begin to document and implement a whole school teaching and learning strategy</p> <p>Focus on the implementation of the whole school literacy and numeracy strategy</p> <p>Ensure teacher judgements are informed and accurate based on evidence gained by effective data collection and tracking of individual students</p> <p>Improve moderation so that it is of higher intensity that challenges justification of judgements</p> <p>Continue to refine the Peer Feedback process for all teaching staff</p>	<p>Document commenced in 2016</p> <p>Review of document written in 2015. Evidence of all class teachers demonstrating agreed literacy and numeracy strategies within their classroom practice</p> <p>Evidence of all teachers uploading agreed assessment data on to SPA and using the data to inform their teaching.</p> <p>Evidence of moderation meetings around data and work samples held within teams and across the school. PLTs to have data analysis as a regular part of their meeting schedule.</p> <p>Developed and implemented Peer Coaching/Mentoring Program. Staff members to provide evidence of four Peer Observation at end of cycle P&D meeting and the value adding the meetings have brought to their practice</p>
	Year 3	<p>Continue focus on building staff capacity and responsibility in developing their own professional growth School to support staff in providing high level PL in priority areas</p> <p>Ongoing professional discussions about best practice in literacy and numeracy within an inquiry process</p> <p>Ensure the focus of all PLT's is on data</p>	<p>Professional discussions within whole staff and PLTs by staff to demonstrate their professional responsibilities to achieve greater learning outcomes for students</p> <p>Collective Responsibility within the Staff Survey to improve over the life of the plan</p> <p>School documentation of the agreed RMPS</p>

		<p>driven improvement through embedding our model of teaching and learning based on high expectations, accountability and rigor</p> <p>Continue effective data collection and tracking of individual students</p> <p>Further develop and refine moderation processes throughout the school</p> <p>Continue to refine the Peer Feedback process for all teaching staff</p>	<p>model of Teaching and Learning completed. Classroom practice demonstrating agreed strategies with planning decisions driven by it</p> <p>Evidence of all teachers uploading agreed assessment data on to SPA and using the data to inform their teaching. PLTs to have data analysis as a regular part of their meeting schedule</p> <p>Moderation meetings around data and work samples are held within teams and across the school.</p> <p>Staff members to provide evidence of four Peer Observation at end of cycle P&D meeting and the value adding the meetings have brought to their practice</p>
	Year 4	<p>This will be the school's year of self-evaluation and review.</p> <p>Review teaching practice across the school in literacy and numeracy within an inquiry process</p> <p>Review the practices of PLTs and individual staff in the effective use of data and the tracking of individual students</p> <p>Review the extent that teacher judgements are informed and accurate based on evidence gained from timely assessments and work samples</p>	<p>Self-evaluation documents and feedback from staff, parents and students to indicate successful implementation of initiatives and strategies.</p>

		Ongoing review and refinement of the Peer Feedback process for all teaching staff Self –evaluation of all school data, documents and teaching practices over the period of the Strategic Plan	
Engagement <ol style="list-style-type: none"> 1. Build teachers knowledge of and capacity to deliver differentiated and challenging learning. 2. Prioritize the key curriculum areas to allow for engagement through core curriculum. 3. Imbed innovative and effective use of technology based on Substitution, Augmentation, Modification, Redefinition (SAMR) model 4. Increase student voice across the school through student leadership opportunities and engagement in curriculum. 	Year 1	<p>Continue the use of consultants in Literacy, Numeracy and Inquiry with a focus on differentiation during professional learning workshops.</p> <p>PLT’s to focus on engagement of students when planning for numeracy and literacy sessions/tasks</p> <p>PLT’s to share their strategies for engagement in literacy and numeracy</p> <p>The SAMR model to be a focus at ICT staff PL sessions to improve teacher knowledge and capacity</p> <p>Year 6 students to be offered a greater number of leadership opportunities with all specialist teachers having two captains for their curriculum area</p> <p>All teaching staff to give greater opportunities for student voice In planning of some tasks and allowing feedback about content and enjoyment of curriculum</p>	<p>Evidence of team planning focussing on differentiation of work tasks particularly within literacy and numeracy.</p> <p>Evidence of team planning focussing on the use of authentic tasks that are engaging for the students.</p> <p>Staff meeting schedule to include PLT sharing of literacy and numeracy tasks</p> <p>Staff meeting schedule to include PLT sharing of ICT tasks that use the SAMR model effectively</p> <p>Year 6 students elected in to new leadership positions early in year and students to attend Young Leaders Day</p> <p>Evidence of student voice being a focus in teacher planning for curriculum tasks and assessment</p>

		PLTs to share the ways they are using increased student voice within their teaching practice	Staff meeting schedule to include PLT sharing of use of student voice
	Year 2	<p>Continue the use of consultants in Numeracy and Inquiry with a focus on differentiation during professional learning workshops</p> <p>Differentiation to be a focus within and across PLTs</p> <p>PLT's to focus on engagement of students when planning for numeracy and literacy sessions/tasks</p> <p>PLT's to share their strategies for engagement in literacy and numeracy</p> <p>The SAMR model to continue to be a focus at ICT staff PL sessions to improve teacher knowledge and capacity in planning for effective use of ICT to engage students</p> <p>Opportunities for additional student leadership to be explored</p> <p>All teaching staff to consistently and actively seek opportunities for student voice In the planning of tasks and feedback about content of and engagement in the curriculum</p>	<p>Evidence of team planning focussing on differentiation of work tasks particularly within literacy and numeracy</p> <p>Evidence of staff sharing differentiation strategies within and across teams</p> <p>Evidence of team planning focussing on the use of authentic tasks that are engaging for the students.</p> <p>Staff meeting schedule to include PLT sharing of literacy and numeracy tasks Documentation of quality tasks made available to all staff</p> <p>Staff meeting schedule to include PLT sharing of ICT tasks that use the SAMR model effectively</p> <p>Additional opportunities given where applicable</p> <p>Evidence of student voice being a focus in PLT and teacher planning for curriculum tasks and assessment</p>

		PLTs to share the ways they are using increased student voice within their teaching practice	Staff meeting schedule to include PLT sharing of use of student voice
	Year 3	<p>Continue the focus on differentiation during professional learning workshops</p> <p>Differentiation to be a focus within and across PLTs in planning and implementation of the curriculum</p> <p>PLT's to focus on engagement of students when planning for numeracy and literacy sessions/tasks</p> <p>PLT's to share their strategies for engagement in literacy and numeracy</p> <p>Using the SAMR model as a focus, PLTs to ensure ICT is being used to effectively engage students in their learning</p> <p>Opportunities for additional student leadership to be explored</p> <p>All teaching staff to continue to actively seek opportunities for student voice In the planning of tasks and feedback about content of and engagement in the curriculum</p>	<p>Staff to share differentiation strategies within and across teams</p> <p>Evidence of team planning focusing on differentiation of work tasks particularly within literacy and numeracy</p> <p>Team planning to continue focussing on the use of authentic tasks that are engaging for the students.</p> <p>Staff meeting schedule to include PLT sharing of literacy and numeracy tasks</p> <p>Documentation of quality tasks made available to all staff</p> <p>Evidence of the SAMR model being embedded within PLT and teacher planning documentation</p> <p>Additional opportunities given where applicable</p> <p>Evidence of student voice to being embedded in PLT and teacher planning for curriculum tasks and assessment</p>

	Year 4	<p>This will be the school's year of self-evaluation and review.</p> <p>Review how effectively learning and assessment tasks are being differentiated in all areas of the school</p> <p>Review how engaged the children are in literacy and numeracy tasks</p> <p>Review how actively ICT is engaging students throughout the curriculum</p> <p>Review the strategies that have been implemented to incorporate student voice in the planning of tasks and feedback about content of and engagement in the curriculum</p>	<p>Self-evaluation documents and feedback from staff, parents and students to indicate successful implementation of initiatives and strategies.</p>
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<p>Wellbeing</p> <ol style="list-style-type: none"> 1. Develop a RMPS approach to building student wellbeing based on the implementation of key strategies from Kids Matter, Better Buddies and Real Schools 2. Develop a clear and aligned transition program F-6. 	<p>Year 1</p>	<p>New teachers to the school to be provided with Kids Matter sessions to build their understandings by the Kids Matter team</p> <p>The Kids Matter Action Team to revise and continue implementing Competency 1 Positive School Community and move on to Competency 2 Social and Emotional Learning for Students as part of the PL schedule each term for all staff. Staff and Parent surveys conducted according to Kids matter schedule</p> <p>The Better Buddy leader to continue to liaise with staff to ensure regular implementation of whole school buddy sessions Survey students to see how they are feeling about the Buddy Program.</p> <p>Commence our partnership with Real Schools with the title 'Building a Restorative School which includes: A whole staff Curriculum Day, Parent Information Night, staff and leadership mentoring.</p> <p>Begin documentation of strategies that underpin the approach to student wellbeing at RMPS to ensure consistency across the school.</p> <p>The school's new Stepping Up transition program to be further refined with monthly visits to the 3/4 and 5/6 areas by the current Year 2's & 4's.</p>	<p>Sessions implemented in the early part of the year</p> <p>Kids Matter to be a regular part of the Staff PL schedule. Staff using Kids Matter language routinely throughout the day. Evidence of Kids Matter strategies being used consistently in all classrooms. Data from surveys used to inform future PL sessions for teaching and ES staff.</p> <p>All classes participating consistently and effectively in Better Buddy sessions. Make adjustments to the program if needed.</p> <p>Curriculum Day held, Parent Information Night held. Agreed strategies demonstrated by all staff throughout the school, in classrooms and in the playground. Staff developing theoretical and working knowledge of Restorative Practices.</p> <p>Kids Matter Action Team and other interested staff to begin documentation. Staff and parents have opportunity to give feedback.</p> <p>Feedback from the Year 2 & 4 students to indicate the program supported them in their transition to new areas of the school.</p>
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	Year 2	<p>New teachers to the school to be provided with Kids Matter sessions to build their understandings by the Kids Matter team.</p> <p>The Kids Matter team to revise competencies already covered and move on to Competency 3 Working with Parents and Carers and Competency 4 Helping Children with Mental Health Issues as part of the PL schedule each term for all staff. Staff and Parent surveys conducted according to Kids matter schedule.</p> <p>The Better Buddy leader to continue to liaise with staff to ensure regular implementation of regular whole school buddy sessions.</p> <p>Continue our partnership with Real Schools with the title 'Building a Restorative School which includes: A second whole staff Curriculum Day, staff and leadership mentoring, in class support and student training.</p> <p>Models and frames developed in order to build more consistent responses to student misbehaviour.</p> <p>Continue documentation of agreed strategies that underpin the approach to student wellbeing at RMPS to ensure consistency across the school.</p> <p>Review the Stepping Up transition program to see what changes/adjustments may need to be made.</p>	<p>Sessions implemented in the early part of the year.</p> <p>Kids Matter to be a regular part of the Staff PL schedule. Staff and Parent Survey to show improved staff/school understanding of issues around Mental Health.</p> <p>Staff kept informed and relevant information provided for the running of the regular class buddy activities.</p> <p>Curriculum Day held, Parent Information Night held. Agreed strategies demonstrated by all staff throughout the school, in classrooms and in the playground. Staff developing a deep understanding of Human Behaviour and the rules through which we learn to improve behaviour.</p> <p>Kids Matter Action Team and other interested staff to continue documentation. Staff and parents to have opportunity to give feedback.</p> <p>Feedback from the Year 2 & 4 students to indicate the program supported them in their transition to new areas of the school. Make adjustments to program if necessary.</p>
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	Year 3	<p>New teachers to the school to be provided with Kids Matter sessions to build their understandings by the Kids Matter team</p> <p>The Kids Matter Action Team to revise competencies already covered. Staff and Parent surveys conducted according to Kids matter schedule Data from staff surveys to inform content of PL sessions.</p> <p>Continue our partnership with Real Schools with the title 'Building a Restorative School which includes: A third whole staff Curriculum Day, staff and leadership mentoring, in class support and student training.</p> <p>Continue work on developing models and frames in order to build more consistent responses to student misbehaviour.</p> <p>Complete documentation of agreed strategies that underpin the approach to student wellbeing at RMPS to ensure consistency across the school</p> <p>Annual review of the Stepping Up transition program to see what changes/adjustments may need to be made.</p>	<p>Sessions implemented in the early part of the year</p> <p>Kids Matter to be a regular part of the Staff PL schedule. Staff and parent data from surveys to inform of areas needing to be worked on further.</p> <p>Staff to share strong teacher practice and to be incorporating restorative practices consistently when interacting with students and families.</p> <p>Kids Matter Action Team and other interested staff to continue documentation. Completed documentation presented to staff and parents for feedback</p> <p>Documentation completed</p> <p>Feedback from the Year 2 & 4 students to indicate the program supported them in their transition to new areas of the school. Make adjustments to program if necessary.</p>
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	Year 4	<p>This will be the school's year of self-evaluation and review.</p> <p>Review consistency of teacher practice in relation to restorative practices, Kids Matter, differentiation of the curriculum as well as other initiatives or strategies introduced during the life of the Strategic Plan.</p>	<p>Self-evaluation documents and feedback from staff, parents and students to indicate successful implementation of initiatives and strategies.</p>
<p>Productivity</p> <ol style="list-style-type: none"> 1 To allocate resources according to DEECD and school priorities and evaluate their effect using a transparent and accountable annual budgeting process 2 To strengthen the partnership between parents and school through continuing to enhance communication strategies. 	Year 1	<p>Resources to continue to be allocated to school priorities and government initiatives</p> <p>Develop annual short and long term budget priorities in association with the school's Strategic Plan curriculum focuses.</p> <p>Staff PL budget to reflect the school's priorities in literacy, numeracy, inquiry and development of leadership capacity.</p> <p>Continue to build teacher capacity for improved instructional practice through engaging a number of curriculum consultants and ensuring opportunities for teachers to share and learn together</p> <p>Ensuring time table privileges literacy and numeracy while supporting teachers with a 2 hour block for PLT's to meet</p> <p>Evaluate fund raising opportunities on a regular basis.</p>	<p>Development of appropriate budget documents</p> <p>Allocation of necessary funds for Staff PL in budget documents</p> <p>Development of an appropriate timetable</p> <p>Discussions with School Council, Finance Committee and PFA</p> <p>Well-resourced classrooms and evidence of effective inclusion of ICT in planning documents</p>

		<p>Well-resourced ICT program with clear vision for embedding e-learning tools to support pedagogy</p> <p>Introduce communication via email or phone between staff and the parents in their classes.</p> <p>Implementation of the Compass Student Management program</p> <p>Broad range of specialists programs for students including Visual Arts, Performing Arts, Physical Education, Library, Japanese (3 - 6) and Robotics</p> <p>Supporting an intervention program with Reading Recovery, Literacy support and support for PSD students</p>	<p>All staff making regular contact with families by end of year</p> <p>Successful implementation</p> <p>Effective implementation of broad range of specialist programs</p> <p>Children with needs being effectively supported</p>
	Year 2	<p>Resources to continue to be allocated to school priorities and government initiatives</p> <p>Develop annual short and long term budget priorities in association with the school's Strategic Plan.</p> <p>Staff PL budget to reflect the school's priorities in literacy, numeracy, inquiry and development of leadership capacity.</p> <p>Curriculum Budgets to support the school's priority areas.</p>	<p>Development of appropriate budget documents</p> <p>Allocation of necessary funds for Staff PL in budget documents</p>

		<p>Ensuring time table privileges literacy and numeracy while supporting teachers with a 2 hour block for PLT's to meet</p> <p>Well-resourced ICT program with clear vision for embedding e-learning tools to support pedagogy</p> <p>Evaluate fund raising opportunities on a regular basis.</p> <p>Strengthen the communication via email or phone between staff and the parents in their classes.</p> <p>Parents consistently using of the Compass Student Management program as a matter of course when communicating with the school.</p> <p>Broad range of specialists programs for students including Visual Arts, Performing Arts, Physical Education, Library, Japanese (3 - 6) and Robotics</p> <p>Supporting an intervention program with Reading Recovery, Literacy support and support for PSD students</p>	<p>Development of an appropriate timetable</p> <p>Well-resourced classrooms and evidence of effective inclusion of ICT in planning documents</p> <p>Discussions with School Council, Finance Committee and PFA All staff making regular contact with families</p> <p>Effective implementation</p> <p>Effective implementation of broad range of specialist programs</p> <p>Children with needs being effectively supported</p>
	Year 3	<p>Resources to continue to be allocated to school priorities and government initiatives</p> <p>Develop annual short and long term budget priorities in association with the school's Strategic Plan.</p> <p>Staff PL budget to reflect the school's</p>	<p>Development of appropriate budget documents</p>

	<p>priorities in literacy, numeracy, inquiry and development of leadership capacity.</p> <p>Curriculum Budgets to support the school's priority areas.</p> <p>Ensuring time table privileges literacy and numeracy while supporting teachers with a 2 hour block for PLT's to meet</p> <p>Well-resourced ICT program with clear vision for embedding e-learning tools to support pedagogy</p> <p>Evaluate fund raising opportunities on a regular basis.</p> <p>Strengthen the communication via email or phone between staff and the parents in their classes.</p> <p>Parents consistently using of the Compass Student Management program as a matter of course when communicating with the school.</p> <p>Broad range of specialists programs for students including Visual Arts, Performing Arts, Physical Education, Library, Japanese (3 - 6) and Robotics</p> <p>Supporting an intervention program with Reading Recovery, Literacy support and support for PSD students</p>	<p>Allocation of necessary funds for Staff PL in budget documents</p> <p>Development of an appropriate timetable</p> <p>Well-resourced classrooms and evidence of effective inclusion of ICT in planning documents</p> <p>Discussions with School Council, Finance Committee and PFA</p> <p>Ongoing commitment by staff to have regular communication with parents</p> <p>Effective implementation</p> <p>Effective implementation of broad range of specialist programs</p> <p>Effective implementation of broad range of specialist programs</p>
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	Year 4	<p>This will be the school's year of self-evaluation and review.</p> <p>All budget resourcing to be reviewed.</p> <p>Review budget resourcing in relation to school priorities in curriculum and professional learning.</p> <p>Review the resourcing of the ICT budget in line with current needs.</p> <p>Review effectiveness of Compass Student Manager as a tool for parents as well as other initiatives or strategies introduced during the life of the Strategic Plan.</p>	<p>Self-evaluation documents and feedback from staff, parents and students to indicate successful implementation of initiatives and strategies.</p>
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