School Strategic Plan for Meadow Heights Primary School
5227
2015-2018

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Kevin Pope Date: December 9, 2014
Endorsement by School Council	Signed……………………………………. Name: Phillip Perroni Date: December 9, 2014 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name………………………………………. Date…………………………………………

School Profile

Purpose	Meadow Heights Primary School promotes lifelong learning and provides opportunities for children to achieve to the best of their ability, in a secure, caring and stimulating learning environment that embraces the diverse qualities of the school community.
Values	At Meadow Heights Primary School everyone has the right to do as much work as possible and to feel comfortable and safe. Everyone is to demonstrate specific responsibilities and encourage others to do the same.
	Our Values are:
	Respect: At Meadow Heights Primary School all members of the school community are to be respected. Respect demands tolerance, empathy, compassion and acceptance. We respect each other as individuals with a variety of needs all working towards the education of the child.
	Equality: Meadow Heights Primary School strives for equality in all aspects of its operation. We believe that equality is achieved when every child has access to programs and resources and all members of the school community have access to the school and its facilities. Equality means that all members have meaningful access to the decision-making process and that the individual needs of the members within the school community are responded to.
	Excellence: At Meadow Heights Primary School we strive to attain excellent outcomes in all aspects of education. This is achieved through a comprehensive curriculum, innovative programs and ongoing commitment to continuous improvement.
Environmental Context	**Meadow Heights Primary School Profile**
	Meadow Heights Primary School opened in 1992. It is situated in a residential area housing estate, 4 kilometers north of Broadmeadows. A significant site of over 3 hectares, the school houses a range of buildings, grass play areas, basketball courts, a large open courtyard and four year level specific playing areas comprising 6 adventure playgrounds and a play pod.
	The school has experienced a gradual decline in enrolment over the years - 789 in 1999, 699 in 2009 and 585 in February 2014. Enrolment numbers are not a major concern given projected enrolments at 621 for 2017.
	Leadership includes three Principal Class officers (Principal and two Assistant Principals), 5 Leading Teachers, 47.5 teachers (equivalent full time EFT) and 21.5 (EFT) Education Support staff. The mix of full and part-time staff totals 93 employees comprising a good balance of experience, youth and capacity.
	There has been a change in demographics over the past four years with the community comprising older families, more renters, refugees and increasing numbers of unemployed. The school services a community representing a diversity of socio, economic and multicultural backgrounds including (percentage of families): 5% Assyrian, 15% Arabic, 18% English speaking, 38% Turkish, 5%

Vietnamese and 19% others (representing 23 language backgrounds). Many live in single parent families with 81% in receipt of the Education Maintenance Allowance. Language Background Other Than English (LBOTE) students made up 81% of 2013 enrolments. The Student Family Occupation (SFO) Density is 0.8091.

The school's leadership and organisational structure includes:

- An Executive consisting of the principal, two assistant principals and 5 Learning Leaders constituting the school improvement team.

- A leader responsible for each teaching team.

National Partnerships funding has been used to build teacher capacity with the provision of Literacy and Numeracy Learning Leaders. Clear policies and programs are implemented across the school to ensure a consistent and inclusive approach to teaching and learning committed to improving learning outcomes through the research of John Hattie and the direction of the Northern Metropolitan Region's Curiosity and Powerful Learning. This learning strategy continues to be the driver in the development of the 2015 2018 SSP key improvement strategies which include the following:
- The adoption of consistent Early and Middle Years teaching and learning protocols.
- A focus on curiosity (through questioning) in lessons to tune in and hook (engage) students into learning and into attending school
- Harnessing learning intentions and success criteria to ensure learning is visible to students and as a means to providing feedback.
- Developing teacher capacity in engaging with a differentiated curriculum informed by assessments to meet students' needs and measure learning growth
- The provision of a safe, calm and secure learning environment

In providing a safe and orderly environment staff members are developing a repertoire of strategies to provide an inclusive approach to cater for students with diverse needs such as students with additional educational needs, ADHD, Autism. Behaviour Management Plans and Individual Learning Plans are developed. Lunchtime activities including the play pod, House Day lunchtime activities, Glee Club, Multicultural Dance Group and lunchtime supervision in the library and gym areas contribute to Meadow Heights Primary School being a generally safe place to be.

Meadow Heights Primary is an inclusive School. With 75% of students speaking a language other than English at home, positive relationships at the school are enhanced by the **MHPS Community Hub**. Programs include:
- English Classes
- Coffee and Chat
- Arabic Play Group
- Turkish Play Groups
- Active Kids Play Group (Mix)
- Homework Club

Information and communication technology is successfully integrated into learning programs at all year levels. Classrooms are equipped with:
- Either an interactive whiteboard or TV screen (hard drive attached) with apple TV and wireless internet access,

	• 16 Laptops/notebooks and between 2-10 PC's depending on the classroom and teacher request,
	• Our well-resourced computer laboratory provides all children with access to 14 PC's and 15 Laptops, and we have 3 Laptop trolleys of 10 computers each available for loan,
	• Each year level has 10 iPad's and in 2015 we will have 10 iPad's in each double grade,
	We also have 30 digital cameras, 4 Wii & 30 DS consoles with games, and 6 pocket video cameras for loan at our school library.
	Our ICT Manager provides one-on-one ICT PD for staff and also provides specialised ICT classes for some year levels.
	The school offers a variety of programs to support and enhance student learning and engagement. These include:
	• Reading & Maths Development Program for students at risk - Foundation to Level 4
	• Biannual Concert/Tabloid Sports Evening
	• Glee Club
	• MHPS has Talent
	• Junior School Council
	• Environment Leaders
	• 4/5& 6 Camps
	• Excursions and in-school workshops and performances for Foundation – 6
	• Inter-school sport and sports' clinics
	• Swimming Foundation – Level 3
	• Book Week, Literacy and Numeracy Week
	• Play Pod
	• House Day lunchtime activities
	• Multicultural Dance Group
	• Walking School Bus
Service Standards	**General**
	• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
	• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
	• Meadow Heights Primary School will provide all students access to a broad, balanced and flexible curriculum including skills for learning and life.
	• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
	• All students will receive instruction that is adapted to their individual needs.
	Specific
	• Teachers will be available to communicate with parents on a regular basis both formally and informally.
	• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
	• The school policies and Strategic Plan will be published on the school website for open communication.
	• All students will be aware of the Meadow Heights Primary School Rights and Responsibilities.
	• All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies

Achievement
 	
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.
	To improve student learning by 12 weeks in 10 learning growth in literacy and numeracy by increasing teacher capacity to monitor and inform in quality instruction.	• The **Student Learning Data** will reflect at least 12 weeks in 10 growth. (NAPLAN)
		
		NAPLAN data will show the following gains:
		
		  Reading Growth Targets:
		• 2014 Year 3 335.29 points (average): Targeted growth 127 points
		• 2016 Year 5 should score between 456 - 462
		  Writing Growth Targets:
		• 2014 Year 3 335.29 points (average): Targeted growth 126 points
		• 2016 Year 5 should score between 458-468
		  Numeracy Growth Targets:
		• 2014 Year 3 335.64 points (average): Targeted growth 146 points
		• 2016 Year 5 should score between 482- 489
		
		AusVELS data will show the following gains:
		
		• Student learning data will reflect an increase by 20% in Numeracy and Reading AusVELS data for students deemed capable at or above level.
		
		Reading growth Target:
		2014 School Total at & above level: 62% (student deemed capable)
			1. Development of a whole school assessment schedule informed by the three tiers of accountability - 1: Whole-School Goals based on NAPLAN; 2: Year-Level Goals based on Running Record Text Levels, PAT-Reading & PAT-Math's; 3: Individual Teacher-Level Goals based on Pre-/Post-Assessment (as per Holmes Smith).
			
			2. Monitor that teachers own and know the data to track students' growth and be responsible for student learning growth with scaffolding by learning leaders and P & D Plans .(see engagement goals)
			
			3. Development and implementation of assessment (which cover sequenced skills/concepts – continuum of learning) with pre/post assessment to measure growth.
			
			4. Expectation of Instructional practices at students point of need.
			
			5. Provision of feedback from peers/colleagues & leaders assist teachers to continually improve their practice/teacher capacity
			
			8. Provision of Learning Leaders to develop team leaders as instructional leaders focused on improving teacher

		Target: 82%	practice and student outcomes. (see engagement goals)
		Numeracy Growth Target: 2014 School Total at & above level: 60% (student deemed capable) Target: 80% **School Staff Survey:** **School Climate** 1. **Collective responsibility** – Staff view the success of all students as their shared responsibility. To increase school score mean from 83% to 90%. 2. **Teacher collaboration** -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching Increase to the state average. To increase school score mean from 75% to 90%.	
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond	To improve student engagement through meeting the diverse needs of students by: - pre and post assessment at students point of need - providing inclusive whole school sequenced teaching and learning programmes & -providing engaging classroom practices. To improve student engagement through developing parent partnerships.	**Attitude To School Survey** **Teaching and Learning** 1. Stimulating Learning – the extent to which teachers make learning interesting, enjoyable and inspiring. Target: To increase to 70%. 2. School Connectedness – the extent to which students feel they belong and enjoy attending school. Target: To increase to 70%. **Parent Opinion Survey** 1. **Student Engagement** Student Motivation – students wanting to	1. Restructure home group formation where students learn best and include a range of criteria such as behaviour, PSD, social, EAL, gender, family issues. 2. Teaching partners differentiate learning based on student point of need by establishing instructional groups based on the pre-assessment for literacy and numeracy – not their home groups. 3. Embed consistent approach to documentation & planning using AusVELS, pre & post assessment and learning tasks at students ZPD.

into further education and work.		come to school. Target: To move to the second quartile – 40% 2. **Student Learning** – teachers motivate students to learn & persist with their learning. Target: To move to the second quartile – 40% **School Staff Survey:** **Professional Learning** 1. **Collective participation** -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. Target: To be 80% for all staff. 2. **Feedback**-Feedback is seen as crucial to the professional learning process. Target: To be above 80% for all staff **School climate;** 3. Trust in students and parents - Staff trust the students and parents of the school community. Target: To increase school score mean to all primary school mean score. (School 42% to State 72% **Attendance:** Reduce the whole school average student absence rate from 22.3 to ??? by 2018	4.Establish PLTs (Learning Leaders & paired teachers, & year level teaching teams led by Learning Leaders) that focus on differentiation. 5.Provide real time supports for student learning – Literacy & Numeracy development Teachers. 6.Provide students with visible feedback on their learning. 7.Implement classroom teaching techniques such as high order questioning to develop curiosity and powerful learning strategies to connect students to their peers such as cooperative learning. 8 Develop a comprehensive whole school approach to issues of student absence and lateness. 9. Teachers to actively contact parents to communicate expectations and update parents on students learning so as to engage students and [parents in their child's learning (PTM, meetings, information sessionsetc.)
Wellbeing Students' health, safety and wellbeing	To improve student wellbeing by empowering teachers to manage a range of diverse student behaviours and improving teacher understanding of the	**Attitude To School Survey** **Teaching and Learning** **Teacher empathy** – the extent to which teachers listen and understand student	1. To review, clarify and embed the whole school approach to discipline and welfare in particular to revisit Ramon Lewis Developmental

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.	whole child to create a calm orderly learning environment.	needs and assist with student learning. Target: To increase to 70%. **School Staff Survey:** **School Climate** **Collective efficacy:** School staff believe they have the necessary skills, expertise and resources to successfully educate students. Target: To increase school score mean to all primary school mean score – School 59% to State 77%. .	Management Approach. 2. To clarify and embed the whole school approach to challenging students (including the Inclusion Support Program) so teachers have a clear understanding of support processes. 3.Implement KidsMatter 4.Embed SHARE Program - Home Group Teachers have knowledge of their students' needs as identified by Start Up and have implemented components of SHARE so students are engaged in a safe, calm and secure learning environment. 5. Develop Teacher capacity and understanding of AusVELS Interpersonal Relationships and Personal Learning
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.	Senior Leadership Group to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.	Resources monitored to ensure the facilitation of the 2015 -2018 SSP.	1. To develop priorities for resources according to DEECD and school priorities and evaluate their effect, using a transparent and accountable annual budgeting process. 2. Establish a workforce model that includes : - 4 (3.2 EFT) leading teachers who are learning leaders focused on improving teacher practice and student outcomes - 1 Assistant Principal – Well Being Manager - 1 Assistant Principal – Learning Manager - Peer Observation Schedule (.2 EFT) - Education Support (ES EFT)

			-Speech Pathologist -Inclusion Support Teacher (1.0EFT) -Numeracy and Literacy Development Teachers (1.6 EFT) to meet student needs in Learning and engagement - ICT leader (EFT) to support staff in the implementation of the SPA platform 3. Two hour common APT (planning time) for every classroom teacher with literacy and numeracy learning leader once a fortnight 4. Target professional learning and development 5. Employ Phillip Holmes Smith to advise the Senior Leadership Group in the implementation of data through the SPA to inform teaching and track growth 6. Regular monitoring of the strategic plan by the leadership team

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
		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.	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.
1. Development of a whole school assessment schedule informed by the three tiers of accountability - 1: Whole-School Goals based on NAPLAN; 2: Year-Level Goals based on Running Record Text Levels, PAT-Reading & PAT-Math's; 3: Individual Teacher-Level Goals based on Pre-/Post-Assessment (as per Holmes Smith).	Year 1	▪ Implement a whole school assessment based on the 3 tiers of assessment	▪ Implementation of the Reading and Maths PAT test in term one, two and four ▪ Implementation of Fountas and Pinnell in term two and four
2. Monitor that teachers own and know the data to track students' growth and be responsible for student learning growth with scaffolding by learning leaders and P & D Plans .(see engagement goals)		▪ **Provide professional development.** Phillip Holmes Smith to consult with the School Leadership Team (Curriculum Day and Whole School Forums with Phillip Holmes-Smith)	▪ Professional Development delivered ▪ Data Wall to track growth at the end of semester 1 & at the end of semester 2
3. Development and implementation of assessment (which covers sequenced skills/concepts – continuum of learning) with pre/post assessment to measure growth.		▪ To establish a process for using data to inform teaching which includes a way of hooking and tuning in students prior the initial assessment	▪ Early Years and Middle Years Assessment Practices Guidelines developed and documented ▪ Use of SPAmarkbook to track growth ▪ ICT Learning Leader to oversee and support staff with technical issues with SPA
4. Expectation of Instructional practices at students' point of need.		▪ Review MHPS Early and Middle Years protocols for planning sessions in line with the process for using data (Phillip Holmes Smith)	▪ Early Years and Middle Years Teaching and Learning Policy and Planning Guidelines developed and documented by the end of term 1

5. Provision of feedback from peers/colleagues & leaders to assist teachers to continually improve their practice/teacher capacity		▪ Development of Numeracy and Literacy assessments made accessible to all teachers ▪ Teachers implement the MHPS protocols ▪ Implement the classroom observation schedule including the 3 minute walk through	▪ Bank of Assessments on T:Drive ▪ Ongoing monitoring of MHPS Protocols during Planning Session ▪ Instructional practise evident in classroom planning and observed in classroom practice ▪ Classroom observation and feedback have been provided according to the schedule
	Year 2	▪ Continue and review processes to ensure maximum effectiveness of Year 1 strategies	▪ Continue and review achievement milestone measures
	Year 3	▪ Continue and review processes to ensure maximum effectiveness of Year 2 strategies	▪ Continue and review achievement milestone measures
	Year 4	▪ Self-Evaluation & Review of 2015 -2018 SSP strategies	▪ Self-Evaluation & Review of 2015 -2018 SSP targets
Engagement **1.** Restructure home group formation where students learn best and include a range of criteria such as behaviour, PSD, social, EAL, gender, family issues	Year 1	▪ Ongoing review of home group formation structure and instructional groups at each year level to determine effectiveness of providing a calm environment conducive to learning at students ZPD.	▪ Assessment, planning & work program documentation accessible (T:Drive) and demonstrates clear link from assessment to planning to differentiated teaching (instructional groups) when audited at the end of terms 2, 3, and 4.
2. Teaching partners differentiate learning based on student point of need by establishing instructional groups based on the pre-test for literacy and numeracy – not their home groups.		▪ Teaching partners to work with Learning leaders for two hours on a fortnightly basis in Numeracy/Literacy to plan for differentiated learning	▪ Frequency of fortnightly planning meetings with learning leaders ▪ Plan developed Term 1 for the implementation of classroom teaching

			techniques
3. Embed consistent approach to documentation, planning and teaching in the Early and Middle Year using AusVELS, pre & post assessment and learning tasks at students ZPD.		▪ Embedding of documentation consistent with Early and Middle Years methodology which demonstrates a common approach to planning, teaching and assessing — Evidence of — AUSVELS to plan and link to learning tasks — Knowledge of students ZPD — Ability to differentiate tasks at student ZPD — Growth	▪ Early Years and Middle Years Teaching and Learning Policy and Guidelines developed and documented ▪ Evidence through biannual reports, teachers P&D reviews and evident through planning and classroom delivery.
		• Revisit MHPS protocols/givens with teaching partners	▪ MHPS Protocols reviewed ongoing during Planning Session ▪ Evidence through **biannual reports**, teachers **P&D reviews** and evident through planning and classroom delivery.
4. Establish PLTs (learning leaders & teacher partner, & year level teaching teams led by Learning Leaders) that focus on differentiation.		• A whole School Forum to unpack **differentiation** to develop a shared understanding delivered by Learning Leaders	▪ Policy and Guidelines on **Differentiation** developed and shared.
5. Team Leaders to develop a plan to strategically focus on the implementation of classroom teaching techniques such as high order questioning to develop curiosity		▪ Team Leaders to develop & provide **questioning techniques** professional learning for teaching team members ▪ Classroom observation based on questioning techniques	▪ Evidenced in Teaching Team Minutes ▪ Evidence through **biannual reports**, teachers **P&D reviews** and evident through planning and classroom delivery. ▪ Classroom observation on questioning techniques to be conducted each term
6. Provide real time supports for student learning – Literacy & Numeracy development (intervention).		▪ Strategic implementation of Literacy/Numeracy development (Intervention) lessons based on students at risk	▪ Frequency of Intervention Sessions ▪ The Student Learning Data will reflect at least 12 in 10 weeks growth. (Tier 1 & 2) ▪ Classroom Student learning data will reflect an increased effect size. (Tier 3)

7. Develop a comprehensive whole school approach to issues of **student absence and lateness**.		▪ Senior Leadership Group to review comprehensive whole school approach to issues of **student absence and lateness**.	▪ MHPS Process Map for following Up Absences (Revised) ▪ MHPS Attendance Improvement Plan ▪ Improvement in attendance data – on time and most days
8. Improve student engagement through developing **parent partnerships through the Hub and ongoing** contact with parents (at PTMs, phone calls and meetings) to communicate expectations and update parents on the students learning so as to engage students and parents their child's learning.		▪ **Community Hub** to engage our vulnerable and diverse community to empower them to take an active part in their children's education and the community.	▪ Number and range of services provided and parent participation
9. Implement classroom powerful learning strategies to connect students to their peers such as cooperative learning.	Year 2	▪ Continue and review processes to ensure maximum effectiveness in Year 1 strategies ▪ Team Leaders to develop & provide professional learning on cooperative learning for team members	6. Continue and review achievement milestone measures 7. PD delivered to Team Leaders 8. Cooperative learning included as a MHPS Teaching Protocol 9. Cooperative Learning Observed in classroom Observation
10. Provide students with visible feedback on their learning.		▪ PD on providing feedback to students ▪ Team Leaders to develop & provide professional learning on visible feedback to students for teaching Team members	10. PD delivered to Team Leaders 11. Visible learning included as a MHPS Teaching Protocol 12. Visible learning Learning Observed in classroom Observation
	Year 3	▪ Continue and review processes to ensure maximum effectiveness in Year 2 strategies	▪ Continue and review achievement milestone measures
	Year 4	▪ Self-Evaluation & Review of 2015 -2018 SSP strategies	▪ Self-Evaluation & Review of 2015 -2018 SSP targets

Wellbeing 1. To review, clarify and embed the whole school approach to discipline and welfare in particular to revisit Ramon Lewis Developmental Management Approach.	Year 1	▪ Senior Leadership Group (SLG) to develop a plan for teaching teams to review current Discipline & Welfare Policy ▪ PD organised to revisit Ramon Lewis Developmental Management Approach with Staff	▪ Discipline & Welfare Policy Plan prepared by the end of term 1 ▪ Survey all staff to ensure understanding and use Discipline & Welfare, Student processes and guidelines. ▪ Teachers complete Ramon Lewis' Behaviour Management Strategies Matrix (pre and post)
2. To clarify and embed the whole school approach to challenging students (including the Inclusion Support Program) so teachers have a clear understanding of support processes		▪ PD presented to Staff on the Student Profile of Students with Diverse Needs ▪ SE&W AP and Teaching Team Leaders to develop an approach and guidelines for challenging students.	▪ PD provided ▪ Teachers using the Student Profile for students with diverse needs ▪ SE&W AP attendance in Classrooms and Teaching Team Meetings ▪ Evidence through biannual reports, teachers P&D reviews and evident through planning and classroom delivery.
3. .Implement KidsMatter		▪ 2014 KidsMatter Project Team attend PD & develop implementation Plan for Component 2.	▪ SE&W AP & Project Team participate in PD and Components delivered to Staff
4. Develop Teacher capacity and understanding of AusVELS Interpersonal Relationships and Personal Learning & link to SHARE Program 5. Embed SHARE Program - Home Group Teachers have knowledge of their students' needs as identified by Start Up and have implemented components of SHARE so students are engaged in a safe, calm and secure learning environment.		▪ SE&W Leader & SLG to plan an approach to implement the Interpersonal Relationships and Personal Learning AUSVELS to plan and link to SHARE	▪ Evidence through **biannual reports**, teachers **P&D reviews** and evident through planning and classroom delivery.

	Year 2	▪ To develop Social Skills or Personal Development Program in the classroom that extends after Start Up ▪ Review & improve 2015 Actions & continue strategic intent	▪ Annual tracking of Parent Survey – that demonstrates parents note an improvement in their child's social skills ▪ Continue and review achievement milestone measures
	Year 3	▪ Continue and review processes to ensure maximum effectiveness in Year 2 strategies	▪ Continue and review achievement milestone measures
	Year 4	▪ Self-Evaluation & Review of 2015 -2018 SSP strategies	▪ Self-Evaluation & Review of 2015 -2018 SSP targets
Productivity 1. To develop priorities for resources according to DEECD and school priorities and evaluate their effect, using a transparent and accountable annual budgeting process. 2. Establish a workforce model that includes learning leading leaders who are coaches and instructional leaders focused on improving teacher practice and student outcomes 3. Two hour common APT (planning time) for every classroom teacher with literacy and numeracy learning leader once a fortnight 4. Target professional learning and development 5. Provide intervention programs (GRIN & Literacy Development) to meet student needs in Learning and engagement	Year 1	▪ Budget and purchase resources e.g. PAT test and Fountas and Pinnell Benchmarking Kits, teacher references, Reporting Package (SPA), online tests … ▪ Learning Leaders established, protocols and time provided to achieve improvement in teacher practice ▪ Home group teachers to have 2 hours of common apt to plan term planner / weekly planner ▪ Biannual Reports linked to P & D Performance Plans ▪ GRIN / LITERACY DEVELOPMENT → a criteria needs to be developed to determine where the needs are across the whole school.	▪ Budgets developed, reviewed annually and Purchases made ▪ Learning Leaders are allotted in Whole School Budget Planning ▪ Timetable reflects common planning time in all levels ▪ Evidence through biannual reports, teachers P&D reviews and evident through planning and classroom delivery ▪ Tracking the students on the GRIN / LITERACY DEVELOPMENT program to monitor progress. ▪ Timetables

6. Employ Phillip Holmes Smith to advise the Senior Leadership Group in the implementation of data to inform teaching and track growth		▪ Budgeting Plan developed to employ Phillip Holmes Smith as a Consultant for the duration of the SSP 2015 -2018	▪ Better use of assessment of skills
7. Regular monitoring of the strategic plan by the leadership team. .		▪ Team leaders to ensure that team members understand the expectations of the SSP / AIP	▪ All documentation saved into T-drive so that they are accessible ▪ Evidence through biannual reports, teachers P&D reviews and evident through planning and classroom delivery
	Year 2	▪ Strategic Plan and AIP are continually referred to when resourcing PD, workforce , timetabling	▪ Recommendations made and acted on.
	Year 3	▪ Strategic Plan and AIP are continually referred to when resourcing PD, workforce , timetabling	▪ Recommendations made and acted on.
	Year 4	▪ Self-Evaluation & Review of resources to facilitate the 2015 -2018 SSP.	▪ Self-Evaluation & Review of 2015 -2018 SSP targets