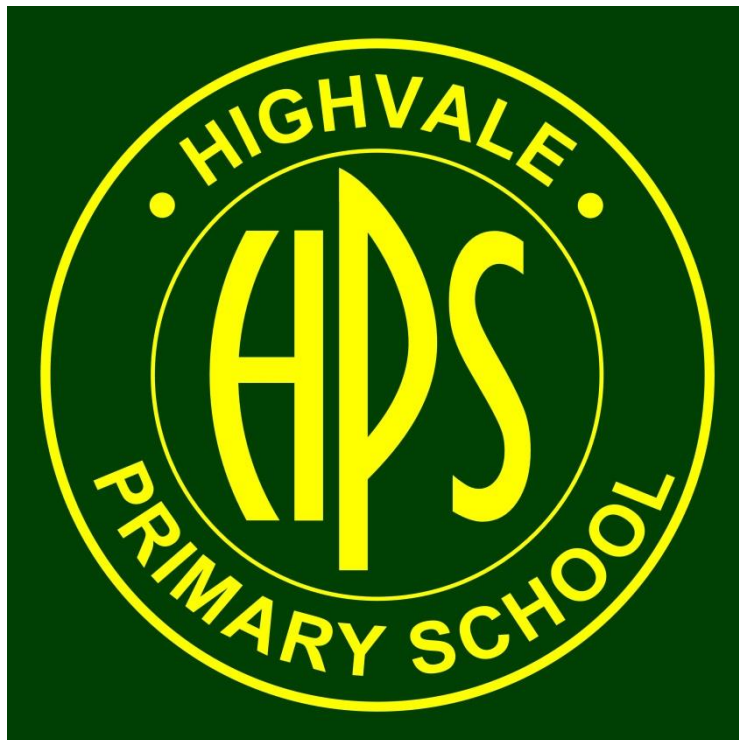


# Highvale Primary School Strategic Plan

014986

2016-2019



## Endorsements

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

## School Profile

<b>Purpose</b>	<p>Together with our school community we aspire to develop confident, socially responsible, happy students who are connected to each other and their <i>school</i>. Through explicit and personalised teaching a comprehensive learning foundation is developed and built upon to promote passionate, curious learners who can apply their learning in creative and innovative ways.</p>
<b>Values</b>	<p>Highvale 'Achieving Excellence' through</p> <ul style="list-style-type: none"> <li>• Respect Considering others, their property and the environment</li> <li>• Responsibility Being reliable, resourceful and owning your actions</li> <li>• Honesty and Integrity Being fair and trustworthy</li> <li>• Commitment Persisting, giving your best and bouncing back</li> </ul>
<b>Environmental Context</b>	<p><b>The School Context</b></p> <p>Highvale Primary School serves the educational needs of a culturally diverse community in the well-established residential neighbourhood of Glen Waverley. The school was established in 1969 and is situated approximately 25 kilometres east of the Melbourne CBD.</p> <p>The school has enjoyed leadership stability over the past six years, developing a collaborative and dynamic staff team supported by an active School Council, Parents and Friends Association and committed parent community. Our shared commitment to high expectations and continual improvement is reflected in the school's outstanding student achievement, wellbeing and engagement outcomes.</p> <p>An emphasis on the development of English and Mathematics knowledge and skills is complimented by the nurturing of creative, curious minds through a comprehensive, progressive Concept Curriculum and whole school research based teaching practices. Student wellbeing is enhanced through the prosocial School Wide Positive Behaviour Support framework incorporating Restorative Practices, Just Get Active and Peaceful Minds to build strong relationships, encourage positive mindsets and solution focussed approaches to issues.</p> <p>Specialist programs and support include Visual Arts, Performing Arts, Languages; Mandarin and German, Physical Education, Reading Recovery and Literacy Intervention support, English as an Additional Language and Program for Students with a Disability. Our immediate plans include further development of whole school teaching practices and specialist teaching provision of Science, Technology, Engineering and Mathematics (STEM) as informed by student and broader community needs.</p> <p>A broad enrichment program provides additional opportunities for students to engage in developmental electives where individual talents and interests are fostered. These include: Robotics, Sporting Schools Program, Inter and Intra-School Sport, Waverley Links Student Leadership and Enrichment Program, Choir, Instrumental Music Program – Brass, Woodwind, Percussion and Band, Leadership and Multicultural Program (LAMP), Student Representative Council, Debating, Active Art, GREEN Team, Relaxation program, Chess program, Swimming, Camp, Excursions and Incursions.</p> <p>A steady increase in enrolments has seen the student population grow to a predicted enrolment of 270 students in 2016. Learning spaces are maximised and organised to physically connect student cohorts, build connectedness and enhance transition. Physical resources include a library resource centre and a large multi-purpose complex which provides space for the whole school to gather for a range of events and</p>

	<p>programs including Out of Hours School Care. The outdoor environment offers a range of play areas including an artificially turfed area, hard courts and an oval bordered by a fitness track. The Highvale Sanctuary is symbolic of the school's commitment to sustainability and houses the school's chooks, rabbits and includes vegetable gardens, rain water tank and a frog pond.</p> <p>Throughout this Strategic Plan period the school is committed to building strong home-school partnerships and exploring the use of emerging technologies to support communication and learning. A continued focus on collective responsibility and our strengths based approach will see further development of research-based instructional methodologies, purposeful teaching and assessment strategies and strengthening of staff capacity through a peer observation and coaching model.</p> <p>The strong learning culture that Highvale PS has forged over the previous review period forms the platform as the school enters this new and exciting period of sustained school improvement.</p>
<p><b>Service Standards</b></p>	<p>At Highvale Primary School we are committed to:</p> <ul style="list-style-type: none"> <li>• actively sharing of our vision and goals to ensure school community engagement in the school's Strategic Plan.</li> <li>• the provision of a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• encouraging a love of learning and embracing challenging learning opportunities.</li> <li>• the provision of timely and targeted feedback to students on their work.</li> <li>• the provision and access of a broad, balanced and flexible curriculum including skills for learning and life for every student.</li> <li>• fostering close links with parents and the broader school community through our commitment to regular and open communications.</li> <li>• adapting practices of teaching to provide students with quality learning tasks which meet their individual needs.</li> <li>• enabling students play an active part in the development and review of our school's behaviour policy.</li> <li>• ensuring an inclusive culture where high expectations are set for both staff and students to maximize student learning outcomes.</li> </ul>

## Strategic Direction

Achievement				Key improvement strategies																																																			
<b>Goals</b>	To achieve demonstrated learning growth of every student across the curriculum with a strong emphasis on writing and mathematics.																																																						
<b>Targets</b>	<p><b>Measures</b> that reflect high or improved student achievement against the 2014 &amp;15 benchmarks:</p> <p><b>NAPLAN</b> (2015 Benchmarks)</p> <p>a. Increase the percentage of students achieving <b>above the expected level in:</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>o Reading, Spelling, Grammar &amp; Punctuation, Numeracy at or above 80% by 2019</li> <li>o *Sustain Writing above 80% each year to 2019</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>o Writing, Spelling, Grammar &amp; Punctuation, Numeracy at or above 65% by 2019</li> <li>o *Sustain Reading above 65% each year to 2019</li> </ul> <table border="1"> <thead> <tr> <th>Learning Areas</th> <th colspan="3">Y3 -2015 Benchmark Above expected level</th> <th colspan="3">Y5 -2015 Benchmark Above expected level</th> </tr> <tr> <th>Band</th> <th>5</th> <th>6</th> <th>5&amp;6</th> <th>7</th> <th>8</th> <th>7&amp;8</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17</td> <td>60</td> <td><b>77</b></td> <td>34</td> <td>34</td> <td><b>68</b></td> </tr> <tr> <td>Writing</td> <td>51</td> <td>34</td> <td><b>85</b></td> <td>34</td> <td>6</td> <td><b>40</b></td> </tr> <tr> <td>Spelling</td> <td>31</td> <td>42</td> <td><b>73</b></td> <td>25</td> <td>28</td> <td><b>53</b></td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>14</td> <td>63</td> <td><b>77</b></td> <td>25</td> <td>28</td> <td><b>53</b></td> </tr> <tr> <td>Numeracy</td> <td>22</td> <td>37</td> <td><b>59</b></td> <td>21</td> <td>21</td> <td><b>43</b></td> </tr> </tbody> </table> <p>b. NAPLAN Relative Growth( Y3-5) assessments</p> <ul style="list-style-type: none"> <li>o Sustain the percentage achieving high growth in all areas above 35%</li> <li>o Increase the percentage achieving high growth in Grammar &amp; Punctuation to 35%</li> <li>o Sustain the percentage achieving low growth in Reading below 7%</li> <li>o Decrease percentage achieving low growth to 15% in all other areas.</li> </ul>						Learning Areas	Y3 -2015 Benchmark Above expected level			Y5 -2015 Benchmark Above expected level			Band	5	6	5&6	7	8	7&8	Reading	17	60	<b>77</b>	34	34	<b>68</b>	Writing	51	34	<b>85</b>	34	6	<b>40</b>	Spelling	31	42	<b>73</b>	25	28	<b>53</b>	Grammar & Punctuation	14	63	<b>77</b>	25	28	<b>53</b>	Numeracy	22	37	<b>59</b>	21	21	<b>43</b>
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	<ol style="list-style-type: none"> <li>1. Embed research-based instructional methodologies to teaching and learning to ensure whole school consistency of practice.</li> <li>2. Strengthen purposeful teaching and assessment strategies, quality tasks and student feedback that support the demonstrated learning needs of every student.</li> <li>3. Build teacher capacity to deliver consistent best practice aligned with school expectations through a collaborative peer observation and coaching model.</li> </ol>																																																						

<b>2015 Relative Growth Benchmark Data</b>			
Domain	Percentage of Students		
Reading	6.7%	56.7%	36.7%
Writing	16.7%	43.3%	40.0%
Spelling	20.0%	36.7%	43.3%
Grammar & Punctuation	23.3%	46.7%	30.0%
Numeracy	20.0%	40.0%	40.0%

**Teacher Judgments** (2014 Benchmarks)

- c. Improvement in student learning as measured by student achievement in **writing** and **mathematics**.

**Year levels Prep-6 combined.**

- o Percentage of students who achieve an A or B to increase each year.

Learning Areas		2014 Benchmark School Average % A&B	Target A&B
ENGLISH P-6	Reading & Viewing	69	<b>75</b>
	<b>WRITING</b>	46	<b>55</b>
	Speaking & Listening	40	<b>50</b>
<b>MATHEMATICS</b> P-6	Number & Algebra	58	<b>65</b>
	Measurement & Geometry	52	<b>60</b>
	Statistics & Probability	55	<b>60</b>

**Theory of action**

If we strengthen whole school consistency of research-based practices then student achievement outcomes will improve.

	Actions	Success criteria
<b>Year 1</b>	<p><u>Curriculum &amp; Practice of Teaching</u></p> <ul style="list-style-type: none"> <li>Further develop and embed the whole school approach to writing.</li> <li>Develop, implement and document a whole school approach to mathematics.</li> </ul> <ul style="list-style-type: none"> <li>Enhance our knowledge of the four aspects of visible learning theory – learning intentions, success criteria, quality tasks and student feedback (John Hattie) across all curriculum areas.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>All teachers actively participate in all 7 Steps Professional Learning.</li> <li>7 Steps integrated within the Conditions of Writing classroom planning documents</li> <li>Shared practices of teaching initiated by all teachers.</li> </ul> <p>Mathematics – All teachers</p> <ul style="list-style-type: none"> <li>Participate in all Professional Learning (PL).</li> <li>Agreed changes of practice trialled</li> <li>Whole school language, planning and practice commenced.</li> <li>Commercial assessments and new DET tools investigated.</li> </ul> <p>Visible Learning &amp; Timperley’s Cycle</p> <ul style="list-style-type: none"> <li>Agreed School processes for effective use of Student achievement data using Timperley’s inquiry cycle documented &amp; evident: <ul style="list-style-type: none"> <li>Whole School (e.g. POPs)</li> <li>PLT and</li> <li>Individual</li> </ul> </li> <li>All teachers actively participate in Visible Learning professional learning; Learning Intentions (LI) Success Criteria (SC), Effective Feedback (EF) and Quality Tasks (QT).</li> <li>Whole School agreement of quality LI &amp; SC</li> <li>LI and SC evident in all PLT, class and specialist planning and accessible to students.</li> </ul>
	<p><u>Staff Professional Growth</u></p> <ul style="list-style-type: none"> <li>Gauge staff knowledge, understanding and confidence in effectively meeting the needs of EAL students.</li> </ul> <ul style="list-style-type: none"> <li>Utilise the strengths of the current collegiate learning model to form the foundations of a formal peer observation and coaching program.</li> </ul>	<p>English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> <li>Staff EAL PL requirements identified</li> <li>Provision for PL within and external to the school with a focus on TEAL for enhanced assessment &amp; reporting.</li> <li>TEAL assessments for EAL learner’s trialled.</li> <li>Continue evaluation and refine program including roles.</li> <li>Oral Language EAL assessment checklists fully developed.</li> </ul> <p>Collegiate Program</p> <ul style="list-style-type: none"> <li>Key resources identified and PL commenced.</li> <li>Timperley’s Cycle evident in PLT Minutes including clear measures of impact.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Embed the whole school approach to writing. Refine the implementation of 7 Steps approach.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>7 Steps writing documented within Student Learning Overview and embedded in common</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop, implement and document a whole school approach to mathematics.</li> <li>• Apply the four aspects of visible learning theory – learning intentions, success criteria, quality tasks and student feedback (John Hattie) across all curriculum areas.</li> </ul>	<p>language, level/class assessment, planning documents and teaching practices.</p> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Whole School approach documented within Student Learning Overview and evident within level planning documents and teaching.</li> <li>• Whole school 'scope and sequence' initiated.</li> <li>• Practices of teaching refined through Peer Observation &amp; Demonstration.</li> </ul> <p>Visible Learning &amp; Timperley's Cycle</p> <ul style="list-style-type: none"> <li>• Whole School agreement of quality QT &amp; EF.</li> <li>• PLT moderation of quality tasks, assessment and feedback evident.</li> <li>• All teachers able to calculate Effect Size and apply within Timperley'</li> </ul>
	<ul style="list-style-type: none"> <li>• Build staff knowledge, understanding and confidence in effectively meeting the needs of EAL students.</li> <li>• Develop formal peer observation and coaching program.</li> </ul>	<p>English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> <li>• Measure the impact of program using Teacher Judgement and NAPLAN LBOTE data.</li> <li>• Staff Visible Learning PL progressively applied to EAL practices.</li> <li>• PLT moderation to ensure consistency of student assessment.</li> <li>• Reading EAL assessment checklists fully developed.</li> </ul> <p>Collegiate Program</p> <ul style="list-style-type: none"> <li>• All teachers participate in trial &amp; development phase of formal Peer Observation &amp; Coaching.</li> <li>• All teachers include peer observation &amp; demonstration as a strategy and form of evidence in PDP's.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Analyse the impact of the 7 Steps approach to writing.</li> <li>• Finalise documentation of our whole school approach to mathematics.</li> <li>• Embed the four aspects of visible learning theory – learning intentions, success criteria, quality tasks and student feedback (John Hattie) across all curriculum areas to support the demonstrated learning needs of every student.</li> <li>• Apply staff knowledge, understanding and confidence in effectively meeting the needs of EAL students.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Increased percentage of students demonstrating high levels of NAP Band achievement &amp; growth in writing (Y3-5)</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Whole School approach evident through common language, assessment, level / class planning and practices of teaching</li> </ul> <p>Visible Learning &amp; Timperley's Cycle</p> <ul style="list-style-type: none"> <li>• Embed application of LI, SC, QT, and EF across whole school.</li> <li>• Timperley's Cycle of Inquiry embedded.</li> </ul> <p>English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> <li>• Program effectiveness measured and adjusted through TJ and NAPLAN LBOTE data.</li> <li>• Visible Learning PL applied to EAL practices</li> </ul> <p>Collegiate Program – All Teachers</p>



	<ul style="list-style-type: none"> <li>Implement formal peer observation and coaching program.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in implementation phase of formal Peer Observation, Demonstration &amp; Coaching.</li> <li>Include Coaching as a strategy and form of evidence in PDP's.</li> <li>Program documentation completed</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Reflect upon and review existing curriculum priority areas as part of whole school review process.</li> <li>Reflect upon and review the impact of the four aspects of visible learning theory.</li> </ul>	<p>Mathematics and Writing</p> <ul style="list-style-type: none"> <li>Maths whole school 'scope and sequence' documentation finalised.</li> <li>Achievement of school targets in Writing and Mathematics.</li> <li>Increased percentage of students demonstrating high levels of NAP Band achievement &amp; growth in Writing &amp; Numeracy (Y3-5)</li> </ul> <p>Visible Learning and Timperley's Cycle</p> <ul style="list-style-type: none"> <li>High quality practice at all levels across the curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect upon and review staff knowledge, understanding and confidence in effectively meeting the needs of EAL students.</li> <li>Embed the formal peer observation and coaching program.</li> </ul>	<p>English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> <li>Staff Visible Learning PL embedded within EAL practices of teaching.</li> <li>Impact of program measured through Teacher Judgement and NAPLAN LBOTE data.</li> </ul> <p>Collegiate Program</p> <ul style="list-style-type: none"> <li>Whole school agreed approach to peer observation feedback and coaching embedded.</li> <li>All staff participating in regular, targeted peer observation, demonstration, coaching and feedback sessions.</li> </ul>

Engagement		Key improvement strategies
Goals	To strengthen student engagement in their learning and develop creative, curious and motivated learners.	1. Facilitate a whole school approach that integrates the learning of science,

## Targets

**Measures** that reflect high or improved student engagement against 2014 & 15 benchmarks:

### Student Attitudes to School Survey (Year 5&6)

- a. Mean scores for the teaching and learning variables continue to exceed State Mean for each Factor.

Teaching & Learning Factors	Factor Mean Score	
	Y5&6 School 2015	Y5&6 State 2015
<b>Learning Confidence</b>	4.19	4.15
School Connectedness	4.53	4.39
<b>Stimulating Learning</b>	4.28	4.14
<b>Student Motivation</b>	4.62	4.56
Teacher Effectiveness	4.48	4.41
Teacher Empathy	4.51	4.43

### Teacher Judgments (2014 Benchmarks)

- b. Improvement in student learning as measured by student achievement in **science, mathematics** and **technology**.

#### Year levels combined (Prep-6 TBC).

- o Percentage of students who achieve an A or B to increase each year.

Learning Areas		2014 Benchmark School Ave % A&B	2019 Target A&B
<b>SCIENCE</b> AusVELS Benchmark Y3-6 *2017 Vic Targets (are P-6 TBC)	Science Inquiry Skills	30	<b>45</b>
	Science understanding	26	<b>45</b>
	Science as a human endeavour	20	30 (2016 only)
<b>DESIGN CREATIVITY &amp; TECHNOLOGY</b> 2016 - AusVELS AusVELS Benchmark Y3-6	Analysing & Evaluating	20	25 (2016 only)
	Investigating & Designing	28	35 (2016 only)
	Producing	23	30 (2016 only)

technology, engineering and mathematics (STEM).

- Ongoing integration of eLearning for relevant, authentic and collaborative learning experiences using current and new technologies.
- Strengthen the communication and partnership with parents to enhance parent engagement with their child's education.

<b>TECHNOLOGIES</b> 2017 - Vic Curric *2017 Vic Targets (are P-6 TBC)	Design & Technologies	<b>45</b>
	Digital Technologies	<b>45</b>

**Parent Opinion Survey** (2015 Benchmarks)

c. Mean scores for school improvement, approachability, parent input, learning focus and general satisfaction levels continue to exceed State Mean Benchmarks.

<b>School Climate</b>	School 2015	State 2015
School Improvement	6.07	5.64
Approachability	6.31	5.73
Parent Input	5.99	5.35
Learning Focus	5.88	5.72
General Satisfaction	6.30	5.86

**Theory of action**

If we design challenging, quality learning tasks that foster creativity and curiosity then student engagement will be optimised.  
If parents are highly engaged in their child's learning then achievement outcomes will be enhanced.

	Actions	Success criteria
Year 1	<u>Student Engagement &amp; STEM</u> <ul style="list-style-type: none"> <li>Establish a whole staff agreed understanding of quality student engagement at Highvale PS.</li> <li>Develop a shared vision and plan for the whole school integration of science, technology, engineering and mathematics (STEM).</li> <li>Identify connections between Victorian Curriculum (Science, Technologies, Mathematics) STEM and Concept Curriculum</li> <li>Audit and establish required resources including equipment &amp; spaces.</li> </ul>	Student Engagement <ul style="list-style-type: none"> <li>Research of Engagement at developmental stages investigated. All teachers describe what Engagement looks, sounds and feels like. School collective understanding documented.</li> </ul> STEM <ul style="list-style-type: none"> <li>PL and reading provided.</li> <li>Research based projects/models investigated.</li> <li>Vision and plan documented.</li> <li>Potential partnerships identified.</li> <li>Use of common STEM language commenced.</li> <li>Resources audited and spaces identified.</li> <li>Integration of STEM understandings in Concept Curriculum &amp; CBL planners commenced.</li> <li>STEM specialist role investigated.</li> <li>STEM community 'Information' evening.</li> </ul>
	<u>Emerging Technologies &amp; Authentic Learning</u> <ul style="list-style-type: none"> <li>Identify emerging technologies to enhance student learning and parent engagement.</li> <li>Complete new School website</li> <li>Pursue GradeXpert integration into website</li> <li>Review SAMR and continue professional learning</li> <li>Identify current collaborative uses of technology and impact</li> <li>Evaluate and identify further learning collaborative opportunities.</li> </ul>	Emerging Technologies <ul style="list-style-type: none"> <li>Key resources to inform the credentials of emerging technologies for purposeful and authentic learning and communication identified.</li> <li>Emerging technologies considered to be utilised in new school website.</li> <li>Staff PL needs, resources identified and plan developed.</li> <li>PL and teaching trials commenced.</li> <li>Minutes demonstrate discussion and PL to enhance authentic use of technology.</li> </ul>
	<u>Parent Engagement, Communication &amp; Student Learning</u> <ul style="list-style-type: none"> <li>Establish a School understanding of quality Parent Engagement &amp; Communication at Highvale PS.</li> <li>Audit and evaluate current parent communication and engagement practices and resources including use of existing technologies, events and meetings.</li> <li>Identify emerging technologies that will enhance parent communication and engagement with their child's learning.</li> <li>Investigate the use of community resources to support parent engagement in student learning</li> <li>Develop Parent Engagement Plan (PEP) to enhance Parent Engagement &amp; Communication at HPS.</li> <li>Explore avenues to enhance Parent Engagement with School and with each other through the 2016 Production.</li> </ul>	Parent Engagement <ul style="list-style-type: none"> <li>Parent Engagement &amp; Communication research identified and Parent / groups surveyed.</li> <li>School collective understanding documented.</li> <li>New school website includes enhanced tools for communication.</li> <li>Community resources and experts evident in PEP.</li> <li>School Production promotes Parent Engagement with School, between parents and with student learning.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Apply whole staff agreed understanding of quality student engagement at Highvale PS.</li> </ul>	Student Engagement <ul style="list-style-type: none"> <li>Engagement Criteria for Learning Tasks established. Includes student voice and gradual release of 'responsibility'.</li> <li>School collective understanding applied consistently. Common language and</li> </ul>

	<ul style="list-style-type: none"> <li>• Enact whole school plan for the integration of science, technology, engineering and mathematics (STEM).</li> <li>• Refine and build connections between Victorian Curriculum (Science, Technologies, Mathematics) STEM and Concept curriculum</li> <li>• Purchase required resources.</li> </ul>	<p>understanding evident through professional conversation and practices of teaching.</p> <ul style="list-style-type: none"> <li>• Survey feedback reflects positively on student engagement P-6 SAS, POS, other.</li> </ul> <p>STEM</p> <ul style="list-style-type: none"> <li>• Partnerships evolving to support STEM</li> <li>• PL, including Peer Observation, Coaching &amp; reading continued.</li> <li>• Common use of Tier 1 STEM language evident.</li> <li>• Draft STEM practices documented for inclusion in Student Learning Overview.</li> <li>• Authentic STEM learning tasks trialled in Maths, English and Specialist planning and lessons.</li> <li>• STEM resources beginning to be utilized.</li> <li>• Integration of STEM understandings evident through Concept Curriculum documents &amp; CBL planners at all levels.</li> <li>• STEM specialist role established</li> <li>• STEM 'practical' school community event.</li> <li>• STEM survey feedback reflects positively on student engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Further integration of technologies to enhance student learning and parent engagement.</li> <li>• Web based GradeXpert utilised by teachers and parents for enhanced assessment, reporting and communication.</li> <li>• Continue SAMR professional learning with a focus on Transformative practices (Modification &amp; Redefinition) to support 21<sup>st</sup> Century Practices of teaching.</li> <li>• Build upon current collaborative uses of technology and trial further collaborative learning opportunities.</li> </ul>	<p>Emerging Technologies</p> <ul style="list-style-type: none"> <li>• Teacher capacity continues to be enhanced through PL.</li> <li>• SAMR - Transformative practices (Modification/Redefinition) trialed in planning and teaching – classroom and specialists.</li> <li>• Minutes demonstrate discussion, inquiry using Timperley's and PL that inform technology use in the practices of teaching.</li> <li>• Use of collaborative technologies trialled. All classroom and specialists including Languages links with China/Germany.</li> </ul>
	<ul style="list-style-type: none"> <li>• Commence implementation of plan to enhance quality Parent Engagement &amp; Communication at HPS.</li> <li>• Develop criteria to guide planning of authentic events that will support parent communication and engagement.</li> <li>• Trial technologies that will support parent communication and engagement with their child's learning.</li> <li>• Encourage and provide authentic opportunities to support parent engagement with their child's learning.</li> </ul>	<p>Parent Engagement</p> <ul style="list-style-type: none"> <li>• Gradual alignment of resources, events and meetings to Parent Engagement Plan (PEP).</li> <li>• Criteria developed and documented.</li> <li>• Enhanced communication and information tools available within new school website. Includes translation tool.</li> <li>• School and PLT based communications with parent's trialled to improve opportunities for parent engagement in their child's learning. e.g. Linked through GradeXpert, school website, Edmodo, PLT/Class Dojo, Blogs.</li> <li>• Increased parent involvement in HPS events.</li> </ul>

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Embed whole staff agreed understanding of quality student engagement at Highvale PS.</li> <li>• Embed whole school plan for the integration of science, technology, engineering and mathematics (STEM).</li> <li>• Embed connections between Victorian Curriculum (Science, Technologies, Mathematics) STEM and Concept curriculum</li> <li>• Trial Authentic STEM learning tasks through all learning areas.</li> <li>• Purchase required resources.</li> <li>• Whole school event implemented focusing yearly on an aspect of STEM.</li> </ul>	<p>Student Engagement</p> <ul style="list-style-type: none"> <li>• All learning tasks reflect Engagement criteria.</li> <li>• Increased percentage of students demonstrating high levels of Engagement in P-6 SAS data.</li> </ul> <p>STEM</p> <ul style="list-style-type: none"> <li>• Productive partnerships established.</li> <li>• PL, including Peer Observation, Coaching &amp; cont.</li> <li>• Common use of specific Tier 2 STEM language.</li> <li>• Documented in Student Learning Overview.</li> <li>• Authentic STEM learning tasks evident in Maths, English and Specialist planning &amp; lessons.</li> <li>• Whole School 'Concept Curriculum Overview' document &amp; P-6 CBL 'Scope &amp; Sequence' (Google Doc) moderated and updated.</li> <li>• Resources utilised effectively P-6.</li> </ul>
	<ul style="list-style-type: none"> <li>• Full integration of technologies to enhance student learning and parent engagement.</li> <li>• Web based GradeXpert or similar utilised by teachers and parents for enhanced assessment, reporting and communication.</li> <li>• Embed SAMR with a focus on Transformative practices (Modification &amp; Redefinition) to support 21<sup>st</sup> Century Practices of teaching.</li> <li>• Teachers refine and implement effective use of technology for collaborative learning.</li> </ul>	<p>Emerging Technologies</p> <ul style="list-style-type: none"> <li>• SAMR - Transformative practices for authentic learning (Modification/Redefinition) evident in classroom and specialists planning and teaching.</li> <li>• Minutes demonstrate use of Timperley's to inform authentic use of technology &amp; measure Engagement impact.</li> <li>• Improved engagement in learning. P-6 SAS</li> <li>• Use of collaborative technologies evident in classroom and specialists.</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue implementation of plan to enhance quality Parent Engagement &amp; Communication at HPS.</li> <li>• Continue to review and embed technologies that will support parent communication and engagement with their child's learning.</li> <li>• Continue to encourage and provide authentic opportunities to support parent engagement with their child's learning. Refine.</li> </ul>	<p>Parent Engagement</p> <ul style="list-style-type: none"> <li>• Regular, agreed schedule of class/level based communication of student learning with parents.</li> <li>• Increased parent involvement in HPS events.</li> <li>• Increased engagement evident in POS.</li> <li>• Continue to develop effective communications and supports for EAL parent cohort.</li> <li>• Cycle/calender of events to encourage parent engagement with school and student learning.</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Reflect upon and review STEM implementation and documentation</li> <li>• Reflect upon and review impact on use of technologies that enhance collaborative skills.</li> <li>• Reflect upon and review impact of e-learning resources.</li> <li>• Reflect upon and review teachers' understanding and effectiveness of Parent Engagement at HPS.</li> <li>• Reflect upon and review parent engagement with their child's learning and involvement in events.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of School Engagement Goals.</li> </ul> <p>Emerging Technologies</p> <ul style="list-style-type: none"> <li>• Collaborative technologies utilised regularly by parents to enhance involvement in their child's education.</li> <li>• Students are engaged in learning e.g. P-6 SAS &amp; POS.</li> </ul> <p>Parent Engagement</p> <ul style="list-style-type: none"> <li>• Increased engagement evident in POS.</li> <li>• Increased parent involvement in HPS events.</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>																																							
<b>Goals</b>	Grow and sustain strong relationships across the school community.	<b>Key Improvement Strategies:</b> 1. Build student peer relationships through teaching and learning and wellbeing programs. 2. Fully implement the School Wide Positive Behaviour Framework as a whole school approach.																																							
<b>Targets</b>	<p><b>Measures</b> include against the 2015 benchmarks:</p> <p><b>Student Attitudes to School Survey (2015 Benchmarks)</b></p> <p>a. Mean scores for the student relationships and wellbeing continue to exceed <u>State Mean Benchmarks</u>.</p> <p>b. Connectedness to Peers improves to State Benchmark by 2019.</p> <table border="1"> <thead> <tr> <th><b>Student Relationships</b></th> <th><b>Y5&amp;6 School 2015</b></th> <th><b>Y5&amp;6 State 2015</b></th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>3.99</td> <td>3.31</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.06</td> <td>4.29</td> </tr> <tr> <td>Student Safety</td> <td>4.35</td> <td>4.29</td> </tr> <tr> <th><b>Wellbeing</b></th> <th><b>Y5&amp;6 School 2015</b></th> <th><b>Y5&amp;6 State</b></th> </tr> <tr> <td>Student Distress</td> <td>6.04</td> <td>5.89</td> </tr> <tr> <td>Student Morale</td> <td>5.77</td> <td>5.70</td> </tr> </tbody> </table> <p><b>Parent Opinion Survey</b></p> <p>c. Mean scores for classroom behaviour, student safety, connectedness to peers and social skills continue to exceed <u>State Mean Benchmarks</u>.</p> <table border="1"> <thead> <tr> <th><b>Student Behaviour</b></th> <th><b>School 2015</b></th> <th><b>State 2015</b></th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>4.57</td> <td>4.24</td> </tr> <tr> <td>Student Safety</td> <td>5.59</td> <td>5.47</td> </tr> <tr> <th><b>Student Engagement</b></th> <th><b>School 2015</b></th> <th><b>State 2015</b></th> </tr> <tr> <td>Connectedness to Peers</td> <td>6.00</td> <td>5.87</td> </tr> <tr> <td>Social Skills</td> <td>5.90</td> <td>5.76</td> </tr> </tbody> </table> <p><b>School Wide Positive Behaviour</b></p> <p>d. Fully implemented by end of Strategic period.</p>		<b>Student Relationships</b>	<b>Y5&amp;6 School 2015</b>	<b>Y5&amp;6 State 2015</b>	Classroom Behaviour	3.99	3.31	Connectedness to Peers	4.06	4.29	Student Safety	4.35	4.29	<b>Wellbeing</b>	<b>Y5&amp;6 School 2015</b>	<b>Y5&amp;6 State</b>	Student Distress	6.04	5.89	Student Morale	5.77	5.70	<b>Student Behaviour</b>	<b>School 2015</b>	<b>State 2015</b>	Classroom Behaviour	4.57	4.24	Student Safety	5.59	5.47	<b>Student Engagement</b>	<b>School 2015</b>	<b>State 2015</b>	Connectedness to Peers	6.00	5.87	Social Skills	5.90	5.76
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<b>Theory of action</b>	When relationships are strengthened then connectedness and wellbeing will increase.																																								

	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<u>Student Peer relationships</u> <ul style="list-style-type: none"> <li>Investigate current research to cooperative learning strategies across the curriculum.</li> <li>Provide professional learning of the elements of the Cooperative Learning Model (CLM)</li> </ul> <ul style="list-style-type: none"> <li>Review the Camp Schedule with a focus on enhancing peer connectedness</li> </ul>	Cooperative Learning (CL) <ul style="list-style-type: none"> <li>CL PL provided to staff</li> <li>PLTs have identified and documented the most relevant key element/s of the CLM based on their student needs</li> </ul> Camp <ul style="list-style-type: none"> <li>Students surveyed to identify their interests and camp opportunities</li> <li>Camp schedule review complete and aligned with Concept Curriculum to enhance opportunities for peer connectedness.</li> <li>Junior School 'connectedness' experiences/opportunities investigated and agreed upon.</li> </ul>
	<u>School Wide Positive Behaviour Framework (SWPBF)</u> <ul style="list-style-type: none"> <li>Utilise Timperley's cycle model to effectively guide SWPBF implementation.</li> <li>Build parent understanding of and engagement in the SWPBF</li> <li>Review achievement and wellbeing awards and redevelop in line with the SWPBF. Staff, students and parent input. Focus on effort.</li> <li>Provide regular communication to parents in regards to SWPB focus.</li> <li>Provide for authentic Parental involvement on PBS Team.</li> </ul> <ul style="list-style-type: none"> <li>Implement the 'Just Get Active' wellbeing program</li> <li>Investigate research based strategies to enhance student resilience</li> </ul>	SWPBF <ul style="list-style-type: none"> <li>Continue staff core SWPBF PL.</li> <li>Students have designed and developed PBS awards for assembly.</li> <li>PBS signs utilising photographs displayed around specific school settings.</li> <li>PLTs have utilised Timperley Cycle to develop action plans to support areas of need as identified by SAS data.</li> <li>All staff use specific Tier 2 language developed from PBS Matrix for expected behaviour.</li> <li>PBS Parent Information evening – PBS LTM</li> <li>PBS parent communication evident through 'enhanced tools for communication'.</li> <li>Parent representative active involvement in Termly PBS LTM</li> <li>Parent survey to gauge understanding of PBS</li> <li>Youth Resilience Australia (YRA) survey data utilised by PLTs to inform planning.</li> <li>JGA completed daily in all classrooms – Timetable adjusted through consultation.</li> <li>SAS questions updated to collect specific feedback regarding JGA.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Plan and teach cooperative learning strategies across the curriculum.</li> <li>Implement reviewed camp/junior school opportunities to optimise peer connectedness</li> </ul>	<ul style="list-style-type: none"> <li>PLTs have identified and documented the most relevant key element/s of the CLM based on their student needs</li> <li>PL provided on Whole School CL Rubric</li> <li>Student Rubrics introduced and interpreted by each class</li> <li>Pre &amp; Post camp peer connectedness data analysed and actioned.</li> <li>Junior School opportunities actioned</li> </ul>



		<ul style="list-style-type: none"> <li>Enhanced Wellbeing data from JGA SAS question/s</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate parental involvement on PBS team.</li> <li>Staff utilise specific common language developed from PBS Matrix for expected behaviour.</li> <li>Develop visual resources to support the explicit teaching of expected behaviours in the PBS matrix.</li> <li>Sustain the daily routine of the 'Just Get Active' wellbeing program</li> <li>Participate in the annual Youth Resilience Australia – Resilience Survey</li> </ul>	<ul style="list-style-type: none"> <li>Complete Staff SWPBS professional learning core program.</li> <li>Increased parent understanding evident through parent survey</li> <li>All staff provide regular student feedback related to the PBS matrix – evident in Peer Observation &amp; Coaching, YD folders, Minutes</li> <li>Videos, individual setting resources utilised across the school.</li> <li>YRA survey data utilised to measure Impact of intervention programs and inform planning.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Embed cooperative learning strategies across the curriculum.</li> <li>Review implemented camp schedule and Junior School 'camp' opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>CL consistently and systematically used</li> <li>2017 post camp data actioned.</li> </ul>
	<ul style="list-style-type: none"> <li>Maximise parental involvement on PBS team.</li> <li>Enhance visual resources to support the explicit teaching of expected behaviours in the PBS matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and address feedback from Parent PBS surveys to enhance their understanding/needs.</li> <li>Videos, individual setting resources utilised across the school and available for the school community on the website.</li> <li>End of 2017 YRA survey data utilised to gauge effectiveness of intervention programs.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Reflect upon and review cooperative learning impact</li> <li>Reflect upon and review the impact of camp schedule and Junior School 'camp' opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Improved Connectedness to Peers and social skills data.</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect upon and review complete full evaluation of SWPBS Framework Implementation</li> <li>Reflect upon and review the impact of the 'Just Get Active' wellbeing program</li> </ul>	<ul style="list-style-type: none"> <li>PBS audit completed and documented by LTM</li> <li>Improved Wellbeing data</li> </ul>

Productivity		Key improvement strategies																									
<b>Goals</b>	To maximize the full scope of school resources to enable quality implementation of school goals and priorities.	<ol style="list-style-type: none"> <li>1. Strategically monitor and evaluate the effectiveness of resource allocation to priority areas in the context of DET policy reform.</li> <li>2. Develop, implement and invest in a resourcing plan to support the ongoing development of the physical learning spaces in the context of enrolment growth.</li> </ol>																									
<b>Targets</b>	<p><b>Measures</b> that reflect improved productivity include against the 2015 benchmarks:</p> <p><b>School Staff Survey</b> (2015 Benchmarks)</p> <p>a. Maintain all components at or above 88%:</p> <table border="1"> <tr><td>Overall Score</td><td>92</td></tr> <tr><td>School Level support</td><td>90</td></tr> <tr><td>Renewal of Knowledge &amp; Skills</td><td>95</td></tr> <tr><td>Applicability of Professional</td><td>95</td></tr> <tr><td>Collective Participation</td><td>91</td></tr> <tr><td>Active Participation</td><td>88</td></tr> <tr><td>Coherence</td><td>92</td></tr> <tr><td>Feedback</td><td>91</td></tr> </table> <p><b>Parent Opinion Survey</b> (2015 Benchmarks)</p> <p>b. Continue to exceed State Mean Benchmarks in school improvement and general satisfaction.</p> <table border="1"> <thead> <tr> <th>School Climate</th> <th>School 2015</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>6.07</td> <td>5.64</td> </tr> <tr> <td>General Satisfaction</td> <td>6.30</td> <td>5.86</td> </tr> </tbody> </table> <p><b>By 2019</b> (2014 &amp; 15 Benchmarks):</p> <ol style="list-style-type: none"> <li>c. Enhanced student achievement data as a result of targeted resource allocation.</li> <li>d. Professional learning budget maintained and if possible increased to support high quality instructional practice and leadership development of identified staff               <ul style="list-style-type: none"> <li>o Benchmark 2015 \$21116 Teaching &amp; ES combined</li> </ul> </li> <li>e. Budget allocation used to embed collaborative peer observation and coaching</li> <li>f. Resourcing plan has supported the ongoing development of technology and physical learning spaces aligned to priority areas.</li> </ol>		Overall Score	92	School Level support	90	Renewal of Knowledge & Skills	95	Applicability of Professional	95	Collective Participation	91	Active Participation	88	Coherence	92	Feedback	91	School Climate	School 2015	State 2015	School Improvement	6.07	5.64	General Satisfaction	6.30	5.86
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	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<u>Resource Allocation</u> <ul style="list-style-type: none"> <li>• Build staff collective understanding of new DET School Improvement Framework.</li> <li>• Build Leadership Team knowledge of Zbar and Marzano for Improving Student Outcomes.</li> <li>• Monitor and continue to align the workforce plan to meet student needs.</li> <li>• Review all Team structures and align to SSP priorities.</li> <li>• Continue to develop distributive leadership model across school.</li> <li>• Resources allocated for introduction to peer observation and coaching.</li> <li>• Resource staff professional learning for whole school initiatives</li> <li>• Investigate funding, networking and partnership opportunities to support STEM.</li> <li>• Ensure School Timetable supports the effective implementation of all priorities.</li> <li>• Ensure Timetable and meeting structures support the continuation of collaboration within and across Teams.</li> <li>• Allocate resources for new school website to enhance communication to parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and School Council clearly advocate the school's vision to the community and beyond.</li> <li>• Staff shared understanding of new School Improvement Model – DET 'Framework for Improving Student Outcomes' established and visible in AIP.</li> <li>• Regular reflection on AIP at School Council, LTM &amp; staff meetings.</li> <li>• Formal leadership study continues to be offered to aspiring leaders – e.g. LITM, Bastow</li> <li>• Peer Observation &amp; Coaching resources identified.</li> <li>• Staff PL included in PDP plan aligned with AIP</li> <li>• Potential STEM partnerships identified.</li> <li>• Website funded.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish a sound understanding of projected enrolment growth aligned to school's DET Facilities Schedule and provision re Education State.</li> <li>• Review the plan for investment of school-based funds to optimize teaching and learning spaces.</li> <li>• Maintain a surplus in SRP each year to support the implementation of School Strategic Plan initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• DET clarity obtained regarding Facilities Schedule and options for learning spaces aligned with School and Education State priorities.</li> <li>• School Resourcing &amp; Investment plan documented</li> <li>• School Investment Policy evaluated and renewed</li> <li>• Block B Maintenance project completed</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Embed revised Team structures and establish collective understanding of Impact/Success</li> <li>• Resource and develop School Coaching Methodology (see AITSL/Bastow)</li> <li>• Utilise AITSL/Bastow resources to establish Coaching and Peer observation opportunities to: <ul style="list-style-type: none"> <li>◦ Build leadership capacity of current and aspirant leaders</li> <li>◦ Enhance the capacity of teachers through peer observation and coaching conversations</li> <li>◦ Enhance induction</li> </ul> </li> <li>• Provision within Non Face to Face Teaching Time for peer observation and coaching.</li> <li>• VRQA &amp; DET - Policy review, development and implementation- Align policy and practice.</li> <li>• Resource staff professional learning for whole school initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reflection on AIP at School Council, LTM &amp; staff meetings.</li> <li>• Formal leadership study continues to be offered to aspiring leaders – e.g. LITM, Bastow</li> <li>• Peer Observation and Coaching resourced.</li> <li>• Coaching opportunities for aspiring leaders offered.</li> <li>• Website completed and functional.</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement ongoing development of physical learning spaces as resourced by DET/School funds.</li> <li>• Implement the school investment plan to optimize teaching and learning spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• School Resourcing &amp; Investment plan implemented.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Effectively utilise School resources.</li> <li>• Resource peer observation and coaching.</li> <li>• Resource staff professional learning for whole school initiatives.</li> <li>• Policy review, development and implementation- Align policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Observation &amp; Coaching implemented.</li> <li>• Formal coaching opportunities for aspiring leaders.</li> <li>• School priorities resourced</li> <li>• Policies renewed and developed</li> </ul>
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reflect upon and review impact of School resource utilisation</li> <li>• Policy review, development and implementation- Align policy and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Policies renewed and developed</li> <li>• School Review completed</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement ongoing development of physical learning spaces as resourced by DET.</li> <li>• School resource utilization reflection and Review</li> </ul>	<ul style="list-style-type: none"> <li>• School Review completed</li> </ul>

