

<p>Purpose</p>	<p>The purpose of our school is to prepare young people to become active, engaged and responsible citizens of the local and global community by:</p> <ul style="list-style-type: none"> ▪ Preparing students to contend with a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. ▪ Providing contemporary approaches to teaching and learning in its purposeful learning environment. ▪ Acknowledging the direct and strong links that exist between student learning, student engagement, self-esteem and wellbeing. ▪ Fostering a positive and happy learning environment free from unnecessary distractions and disruptive behaviours to enable students to achieve their full potential. ▪ Maintaining and developing a safe, stimulating, attractive physical environment in which children are active, curious and eager to learn.
<p>Values</p>	<p>Schools are very special places! All of us are entrusted with the responsibility of caring for young children and ensuring their successful growing and learning. It is important therefore that we commit ourselves to the highest professional standards possible.</p> <p>Our core values are aimed at promoting a healthy, safe and respectful school community. These values are encapsulated in the school’s “Statement of Values”. The school’s You Can Do It program also promotes values associated with building in students the ‘5 keys to success’: <i>confidence, persistence, organization, getting along and resilience.</i></p>
<p>Environmental Context</p>	<p>Cranbourne South Primary is located in a semi-rural environment approximately 6 kilometres south of Cranbourne. Our current enrolment of 348 students (2015) is expected to significantly increase over the coming years due major residential developments in our neighbourhood. The school expects to relocate to a new school site within the next 3 years.</p> <p>Our teaching strategies include, developmentally appropriate learning tasks; like-needs groupings, integrated curriculum and inquiry learning. The school’s teaching and organizational practices are based on the Multi-Age Education philosophy; primarily about ‘teaching children’, not ‘teaching grades’.</p> <p>The school is developing a framework/model for improving teacher effectiveness and student learning outcomes based on the e⁵ Instructional model. We refer to our model as the p³ model – Planning, Pedagogy and Performance. This model focuses heavily on cooperative learning and the principles of explicit instruction.</p> <div data-bbox="655 1626 1209 1753" data-label="Image"> </div> <p>Cooperative learning is the most extensively researched educational innovation of all time and the single most effective strategy to simultaneously address student achievement and social development. The benefits include improved student achievement and social development.</p> <p>The school’s “Lively Learning Programs” include: visual arts, performing arts and physical education, and Spanish with additional curricula opportunities including music, choir, band,</p>

	<p>camps, sports, Life Education, school concert and more. The school has adopted Restorative Practices to provide students with ownership to their wellbeing and behaviours. The program empowers students to resolve their issues, restore relationships and promote positive values across the school.</p> <p>Parent support is very high. We have a highly committed group of parents who make a significant contribution to the school through their membership of the School Council and the Parents and Friends Association.</p>
<p>Service Standards</p>	<p>In addition to the school’s <i>“Statement of Values – Promoting a healthy, safe and respectful school community”</i>, the school will:</p> <ul style="list-style-type: none"> • fosters close links with parents and the broader school community through its commitment to open and regular communications. • commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • provides a safe and stimulating learning environment to ensure all students can achieve their full potential. <p>More specifically:</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school’s behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

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.

Goals	Targets	Key Improvement Strategies																																				
To improve student learning outcomes in both English and Mathematics F - 6.	<p>To reduce the percentage of students achieving low NAPLAN relative growth by 2018 as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>51.3%</td> <td>20.0%</td> </tr> <tr> <td>Reading</td> <td>48.7%</td> <td>20.0%</td> </tr> <tr> <td>Spelling</td> <td>43.6%</td> <td>20.0%</td> </tr> </tbody> </table> <p>To improve the percentage of students achieving medium and high NAPLAN relative growth by 2018 as follows:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">2014</th> <th colspan="2">2018</th> </tr> <tr> <th>Med</th> <th>High</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>38.5%</td> <td>10.3%</td> <td>60.0%</td> <td>20.0%</td> </tr> <tr> <td>Reading</td> <td>38.5%</td> <td>12.8%</td> <td>60.0%</td> <td>20.0%</td> </tr> <tr> <td>Spelling</td> <td>46.2%</td> <td>10.3%</td> <td>60.0%</td> <td>20.0%</td> </tr> </tbody> </table>	Domain	2014	2018	Numeracy	51.3%	20.0%	Reading	48.7%	20.0%	Spelling	43.6%	20.0%	Domain	2014		2018		Med	High	Med	High	Numeracy	38.5%	10.3%	60.0%	20.0%	Reading	38.5%	12.8%	60.0%	20.0%	Spelling	46.2%	10.3%	60.0%	20.0%	<ul style="list-style-type: none"> To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes. To strengthen teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness. To document our p³ instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching.
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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 into further education and work.

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To improve student attitude to teaching and learning.	<p>By 2018, improve the mean score for the following Attitudes to School Survey factors relating to Teaching and Learning by 5%:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2014</th> <th>2018</th> </tr> <tr> <th>School</th> <th>State</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.12</td> <td>4.14</td> <td>4.32</td> </tr> <tr> <td>School Connectedness</td> <td>4.32</td> <td>4.39</td> <td>4.53</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.00</td> <td>4.16</td> <td>4.20</td> </tr> <tr> <td>Student Motivation</td> <td>4.42</td> <td>4.58</td> <td>4.64</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.25</td> <td>4.44</td> <td>4.46</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.23</td> <td>4.45</td> <td>4.44</td> </tr> </tbody> </table>		2014		2018	School	State	School	Learning Confidence	4.12	4.14	4.32	School Connectedness	4.32	4.39	4.53	Stimulating Learning	4.00	4.16	4.20	Student Motivation	4.42	4.58	4.64	Teacher Effectiveness	4.25	4.44	4.46	Teacher Empathy	4.23	4.45	4.44	<ul style="list-style-type: none"> To further develop teachers' knowledge of and competencies in using Cooperative Learning class building and team building structures so as to strengthen a supportive learning classroom environment. To review the school's core purpose and shared school values. To develop strategies for teachers to provide students with timely and constructive feedback.
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WELLBEING

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

Goals	Targets	Key Improvement Strategies																																									
<p>To improve our students' sense of wellbeing, safety and inter-personal relationships.</p>	<p>By 2018, improve the mean score for the following Attitudes to School Survey factors relating to Student Relationships and Wellbeing as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Student Relationships</td> </tr> <tr> <td>Classroom Behaviour</td> <td>20%</td> </tr> <tr> <td>Connectedness to Peers</td> <td>10%</td> </tr> <tr> <td colspan="2">Wellbeing</td> </tr> <tr> <td>Student Safety</td> <td>10%</td> </tr> <tr> <td>Student Distress</td> <td>10%</td> </tr> <tr> <td>Student Morale</td> <td>10%</td> </tr> </table> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Factors</th> <th colspan="2">2014</th> <th>2018</th> </tr> <tr> <th>School</th> <th>State</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>2.60</td> <td>3.40</td> <td>3.12</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.28</td> <td>4.34</td> <td>4.71</td> </tr> <tr> <td>Student Safety</td> <td>3.99</td> <td>4.40</td> <td>4.39</td> </tr> <tr> <td>Student Distress</td> <td>5.53</td> <td>5.94</td> <td>6.08</td> </tr> <tr> <td>Student Morale</td> <td>5.71</td> <td>5.75</td> <td>6.28</td> </tr> </tbody> </table>	Student Relationships		Classroom Behaviour	20%	Connectedness to Peers	10%	Wellbeing		Student Safety	10%	Student Distress	10%	Student Morale	10%	Factors	2014		2018	School	State	School	Classroom Behaviour	2.60	3.40	3.12	Connectedness to Peers	4.28	4.34	4.71	Student Safety	3.99	4.40	4.39	Student Distress	5.53	5.94	6.08	Student Morale	5.71	5.75	6.28	<ul style="list-style-type: none"> To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm. To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community. To further develop teachers' knowledge of and competencies in using Cooperative Learning aimed at improving the academic performance and social development of students.
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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.

Goals	Targets	Key Improvement Strategies
<p>To ensure the effective allocation of resources (human, financial, time, space and equipment) in order to optimize the teaching and learning programs.</p>	<ul style="list-style-type: none"> • The Google Project is resourced adequately over the next 3 years. • Adequate financial and human resources are allocated to providing professional development for all staff. • Budget allocations will ensure Spanish is expanded throughout the school by 2018. 	<ul style="list-style-type: none"> • To continue to make representations to the Department of Education & Training (DET) regarding facilities and the proposed replacement school. • To allocate appropriate funding for professional development of staff to support the school's strategic plan. • To implement the Vision for Languages Education initiative with the introduction of Spanish from 2015.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>ACHIEVEMENT</p> <ul style="list-style-type: none"> • To explore and implement English and Mathematical approaches and programs that are evidence based in achieving high student learning outcomes. • To strengthen teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness. • To document our p3 instructional model designed to build teachers' understanding of curriculum planning, content, teaching strategies and effective use of assessment tools and data to inform teaching. 	<p>Year 1</p> <ul style="list-style-type: none"> ▪ To further develop the capacity of teachers of Cooperative Learning structures across the school with an explicit Cooperative Learning coaching program. ▪ To ensure that all teachers have completed Days 1 and 2 of the Kagan Cooperative Learning training. ▪ To increase staff accountability of the eight essential structures, per the 36 foundation structures. ▪ To develop a whole school curriculum guide for English and Mathematics. ▪ To develop an agreed teaching and learning plan format, including learning intention, high level cognitive challenge, differentiated tasks, assessment, ICT integration and identification of student needs. ▪ To upskill staff in the transition of the p³ model specifically in relation to ongoing assessment through the use of the Grade-Xpert software. ▪ To strengthen the use of NAPLAN data across the school, particularly with the areas of Years 2-3 and Years 4-5. 	<ul style="list-style-type: none"> ▪ Common literacy and numeracy planning documents (P-6) which reflect AusVELS and provision for differentiation. ▪ All teachers following the Assessment Schedule, completing a range of quality assessments including Hattie Effect Score, to inform teaching. ▪ Articulate effective practice that supports differentiation within the classroom. ▪ Assistant Principals, Leading Teachers and Team Leaders, have further developed their leadership skills.
	<p>Year 2</p> <ul style="list-style-type: none"> ▪ To induct new staff members in the p³ model and Cooperative Learning approach. ▪ To promote the use of a Google platform for collaboration and learning. ▪ To maximise on the Abilities Based Learning and Education Support (ABLES) to target and support the teaching and learning of students with disabilities and additional needs through the development of Individual Learning Plans. ▪ To engage staff in research based professional learning to build skills in explicit teaching and differentiation of the curriculum. 	<ul style="list-style-type: none"> ▪ Staff survey to indicate improved level of knowledge and confidence in using Cooperative Learning Structures. ▪ Teachers will write individual learning plans based on ABLES reports. ▪ Teacher records will provide evidence of Cooperative Learning and explicit instruction.

	<p>Year 3</p> <ul style="list-style-type: none"> ▪ To induct new staff members in the p3 model and Cooperative Learning approach. ▪ To ensure that all teachers have completed Day 5 of the Kagan Cooperative Learning training. ▪ To further staff repertoire of Cooperative Learning by an additional ten foundation structures. ▪ To promote a stronger professional reading ethos amongst staff. ▪ Consolidate staff involvement in research based professional learning to build skills and understanding of explicit teaching and differentiation of the curriculum. 	<ul style="list-style-type: none"> ▪ Staff to continue to improve their level of knowledge and confidence in using Cooperative Learning Structures. ▪ Teacher records will provide evidence of explicit teaching and differentiation of the curriculum. ▪ All teachers confidently and effectively delivering the Australian Curriculum.
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Continue to induct new staff members in the p³ model and Cooperative Learning approach. ▪ To finalise staff CL repertoire of the final ten foundation structures. ▪ Embed all of the Actions above, throughout the school. 	<ul style="list-style-type: none"> ▪ Documentation of the school's English and mathematics programs. ▪ Evident of high quality instructional practice including cooperative learning and the principals of explicit instruction. ▪ Continued effective use of assessment tools and consistent use of data to inform teaching.

Key Improvement Strategies	Actions	Achievement Milestone
<p>ENGAGEMENT</p> <ul style="list-style-type: none"> • <i>To further develop teachers' knowledge of and competencies in using Cooperative Learning class building and team building structures so as to strengthen a supportive learning classroom environment.</i> • <i>To review the school's core purpose and shared school values.</i> • <i>To develop strategies for teachers to provide students with timely and constructive feedback.</i> • <i>To enhance 'student voice' through setting learning goals, self-reflection, evaluation of their learning and involvement in the reporting process ie. self-</i> 	<p>Year 1</p> <ul style="list-style-type: none"> ▪ To develop a clear statement of what the school is striving to achieve as part of the implementation of the new Strategic Plan 2015 – 2018. ▪ To redefine a school house system that lifts the spirit of students, develops relationships with significant adults and builds school culture. ▪ To design a school e-learning Plan to track ICT progress. ▪ To design an ICT Google Scope and Sequence to correlate with the p³ model. ▪ To explore the ATC21S 21st-century skills approach; to a curricula that goes further into collaboration and digital literacy that will prepare students for 21st-century employment. 	<ul style="list-style-type: none"> ▪ Staff have enhanced access to technology hardware and are further developing capabilities in use of technology for teaching and learning ▪ A new school house system established. ▪ e-Learning Plan completed. ▪ ICT Google Scope and Sequence document undertaken.

<p><i>regulated/student-led conferences.</i></p>	<p>Year 2</p> <ul style="list-style-type: none"> ▪ To implement a school e-learning Plan to track ICT progress. ▪ To implement an ICT Google Scope and Sequence to correlate with the p³ model. ▪ To consolidate the whole school the New Pedagogies for Deeper Learning framework ▪ To conduct an Action Research on Vygotsky's Zone of Proximal Development; how to identify and cater for student's challenge ability. 	<ul style="list-style-type: none"> ▪ A new school house system established. ▪ e-Learning Plan completed and being implemented. ▪ Further development of the ICT Google Scope and Sequence document. ▪ Teachers provide evidence of student assessment data, analysis through the performance and development process.
	<p>Year 3</p> <ul style="list-style-type: none"> ▪ To implement across the whole school the New Pedagogies for Deeper Learning (NPD) initiative. 	<ul style="list-style-type: none"> ▪ Teachers identifying a framework for deep learning competencies. ▪ We will have identified new LPDL measures and tools to review and assess practice and indicate learning progressions. ▪ Teachers will have developed their abilities in the use of digital technologies to accelerate learning.
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Embed all of the Actions above, throughout the school. 	<ul style="list-style-type: none"> ▪ Strategic Review affirms all goals relating to engagement have been met.

Key Improvement Strategies	Actions	Achievement Milestone
<p>WELLBEING</p> <ul style="list-style-type: none"> • <i>To become accredited as an eSmart school; where the smart, safe and responsible use of information and communications technology is a cultural norm.</i> • <i>To support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.</i> 	<p>Year 1</p> <ul style="list-style-type: none"> ▪ To introduce the Bully-Stoppers DEECD initiative as a whole school approach. ▪ To ensure teacher training in the principles and practice of Restorative Practices is continued. ▪ To use available data, including the Principal's Award, to track the work habits and behaviour components in relation to student growth. ▪ To increase student leadership capacity. 	<ul style="list-style-type: none"> ▪ Bully-Stoppers program and all its elements will be highlighted in the school's newsletter and website. ▪ Documentation of the school's implementation of the Bully-Stoppers and e-Smart initiative.
	<p>Year 2</p> <ul style="list-style-type: none"> ▪ To review and update the Acceptable User Agreement Policy in relation to ICT implementation. 	<ul style="list-style-type: none"> ▪ Outside agencies employed to complement the Bully Stoppers program eg. Citizens of World,

	<ul style="list-style-type: none"> ▪ To review and implement e-Smart and Cyberbullying policies. ▪ To survey staff and students in relation of their understanding of cyberbullying and safe internet use. ▪ To further develop student voice e.g. Junior School Council attendance and reporting to School Council. 	<p>Go Girl Alannah and Madeline Foundation and Australian Communications and Media Authority (ACMA).</p> <ul style="list-style-type: none"> ▪ Teachers are using the e-Smart system tool designed for record keeping, tracking and reporting to the school community on progress in becoming e-Smart.
	<p>Year 3</p> <ul style="list-style-type: none"> ▪ To review the school's Student Well Being handbook, including ensuring that the YCDI program is rigorous. ▪ To consolidate the Bully-Stoppers DEECD initiative as a whole school approach. ▪ To outline explicit procedures that students and staff follow in the reporting of student welfare incidences. ▪ To provide parents with learning opportunities through the school's Parent Education Program. 	<ul style="list-style-type: none"> ▪ Publication of revised Student Wellbeing handbook. ▪ Schedule of Parent Education programs. ▪ Bully-Stoppers program documented.
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ To become accredited as an e-Smart school; where the smart, safe and responsible use of information and communications technology is a cultural norm. ▪ Embed all of the Actions above, throughout the school. 	<ul style="list-style-type: none"> ▪ e-Smart school accreditation completed.

Key Improvement Strategies	Actions	Achievement Milestone
<p>PRODUCTIVITY</p> <ul style="list-style-type: none"> • To continue to make representations to the Department of Education & Training (DET) regarding facilities and the proposed replacement school. • To allocate appropriate funding for professional development of staff to support the school's strategic plan. • To implement the Vision for Languages Education initiative with the introduction of Spanish from 2015. 	<p>Year 1</p> <ul style="list-style-type: none"> ▪ To prioritize funding through the Student Resource Package (SRP) to support the upgrade of ICT and the introduction of the Google School Project. ▪ To allocate appropriate learning spaces to programs within the school environment, e.g. Reading Discovery room allocation to be more central and accessible. ▪ To implement Spanish Languages program within the Prep/Year 1 area. 	<ul style="list-style-type: none"> ▪ School's annual budget documents expenditure on ICT upgrade and the Google School Project. ▪ Appointment of a Spanish teacher. ▪ Appointment of 3 Leading Teachers to support the implementation of the new School Strategic Plan (SSP). ▪ Documented Relocation Master Plan.

	<p>Year 2</p> <ul style="list-style-type: none"> ▪ To further develop the Spanish Languages program within the Prep/Year 1 area. ▪ To introduce the Spanish language to the whole school via Languages events and integration of the Spanish culture into the Lively Learning programs. 	<ul style="list-style-type: none"> ▪ School’s annual budget documents expenditure on SSP priorities. ▪ Documented Relocation master Plan.
	<p>Year 3</p> <ul style="list-style-type: none"> ▪ Negotiate the school’s relocation to the Cranbourne-South-West site. 	<ul style="list-style-type: none"> ▪ Confirmation from DET and relevant planning documents.
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches 	<ul style="list-style-type: none"> ▪ Strategic Review affirms all practices and resourcing approaches