

# School Strategic Plan for Newport Lakes Primary School South Western region 2014 - 2017

<p>Endorsement by          School Principal</p>	<p>Signed.....</p> <p>Name     David Moss</p> <p>Date     May 2014</p>
<p>Endorsement by          School Council</p>	<p>Signed.....</p> <p>Name     Kylie Halarakis</p> <p>Date     May 2014</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
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## School Profile

<p><b>Purpose – including vision statement</b></p>	<p><i>The vision of NLPS is to develop students that are resilient responsible, respectful and compassionate, within a safe and nurturing learning environment.</i></p> <p><i>We provide a rigorous educational program that empowers students to excel, take action and become lifelong learners.</i></p> <p><i>We believe <b>all</b> students can learn and as members of diverse communities we can make a difference to the world around us.</i></p>										
<p><b>Values</b></p>	<table> <tr> <td><i>Resilience</i></td> <td><i>We keep on trying.</i></td> </tr> <tr> <td><i>Critical Thinking</i></td> <td><i>We solve problems and use our minds well.</i></td> </tr> <tr> <td><i>Responsibility</i></td> <td><i>We take care of ourselves, our community and our world.</i></td> </tr> <tr> <td><i>Compassion</i></td> <td><i>We always treat each other well.</i></td> </tr> <tr> <td><i>Respect</i></td> <td><i>We think about and act in a positive way towards ourselves and others.</i></td> </tr> </table>	<i>Resilience</i>	<i>We keep on trying.</i>	<i>Critical Thinking</i>	<i>We solve problems and use our minds well.</i>	<i>Responsibility</i>	<i>We take care of ourselves, our community and our world.</i>	<i>Compassion</i>	<i>We always treat each other well.</i>	<i>Respect</i>	<i>We think about and act in a positive way towards ourselves and others.</i>
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<i>Respect</i>	<i>We think about and act in a positive way towards ourselves and others.</i>										
<p><b>Environmental Context</b></p>	<p><i>Newport Lakes Primary School is a dynamic teaching and learning environment with a strong connection to the local community. Part of the Hobsons Bay network of schools, it is the oldest continually operating school in the Western Metropolitan Region. With strong local community support, together with the growth of young families in the Newport area, enrolments have significantly increased over the past few years.</i></p> <p><i>The school has increased significantly in size from 140 children in 2008 to 396 in 2014. Most of our students live in the immediate residential area and many walk and ride to school on a daily basis.</i></p> <p><i>The school's SFO is currently 0.28 which categorises the school's socio-economic profile as high and the proportion of students with English as a second language in the mid-high range.</i></p> <p><i>The demographics of the school has changed significantly over the last 5-7 years with the majority of students presently coming from Anglo-Saxon background. There is still a significant proportion of students from Non-English Speaking backgrounds (approximately 15 percent of the school population).</i></p> <p><i>With 17 classrooms, planned specialist programs in PE, Art, LOTE (Indonesian), Drama and Music, the staff comprises a balance of experienced and new staff who share a strong commitment to individual and whole school shared professional learning. The Principles of Learning and Teaching (PoLT) and the Australian Victorian Essential Learning standards ( AusVels) have become the key elements of teaching and the</i></p>										

*curriculum across all levels of the school.*

*As well as maintaining our existing high expectations of teaching, eLearning will be targeted to be an integral component of teaching and learning for all students and staff at Newport Lakes Primary school over this Strategic Plan period. The introduction of eLearning coaches, the 1:1 ipad program in the senior school, the increase in resources and technical assistance, upskilling of staff in eLearning, prioritising the importance of Cyberbullying and Cybersafety and involving the school community in our eLearning program will support the day to day learning of our students.*

*Whilst the school has been in existence for over 155 years, it has been located and housed in a number of different sites and buildings. The present school consists of a mixture of a new well-appointed BER multi-purpose building consisting of an art room, canteen and hall, two mod 5 portable classrooms and the main school building, that although reasonably well maintained, are not suited to 21<sup>st</sup> Century teaching and learning. The planning of future facilities will be a focus of the school council over this strategic plan period.*

*The school's Vision and Values support our student code of conduct and form the basis for our approach to student welfare. The updating and re-launching of the School's Positive Behaviours Strategy ( PBS) will be integral in the provision of the school's well-being practices.*

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To improve student learning in literacy, numeracy and Inquiry Studies	<p>Ausvels teacher judgments show an annual growth 1.0 – 1.2 across all domains based Feb – Nov On-Demand and school set testing</p> <p>A 5 % improvement in the percentage of students in top 2 NapBands in Yr.3 &amp; 5.</p> <p>A 5% increase in the percentage of students scoring 'high' in the NAPLAN relative growth scores</p>	<p>Build collective capacity of teachers to teach at a student's point of learning.</p> <p>Develop a shared understanding of adding value to the writing process including spelling, grammar and structural knowledge.</p> <p>To maximise student achievement and learning in Numeracy particularly in Number.</p>
<b>Engagement</b>	<p>To improve student engagement</p> <p>To improve eLearning at all levels across the school</p> <p>To improve school attendance in all grade levels.</p>	<p>All teaching and learning variables of the Student Attitude to School survey to be at or above state mean.</p> <p>Improvement in student engagement variables of staff and parent opinion surveys to state means and school based eLearning surveys.</p> <p>Decrease in student absence to state mean or below ( 12.0 days per student)</p>	<p>Build teacher, student and parent capacity to drive and embed eLearning across the school.</p> <p>Through the 'Everyday Counts' strategies and improved student engagement there will be a decrease in student absence</p>

<p><b>Wellbeing</b></p>	<p>To improve student well-being of all students and strengthen home/school relationships.</p>	<p>The Student Attitude to School survey variables of student morale, school connectedness, classroom behavior and student safety to be at or above state mean.</p>	<p>To implement supportive programs that will enhance home/school relationships and improve student wellbeing.</p>
<p><b>Productivity</b></p>	<p>To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students.</p>	<p>Improved performance in staff and parent surveys. Scores for staff survey ( variables: staff satisfaction, professional growth ) and parent survey (variables: school improvement, general satisfaction) to be at or above state mean</p>	<p>Review the allocation of resources according to priorities determined in the School Strategic Plan.</p>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<u>Achievement</u>  Build collective capacity of teachers to teach at a student's point of learning.	Year 1	<ul style="list-style-type: none"> <li>▪ Build teacher capacity to identify a student's point of learning.</li> <li>▪ Develop strategies to take every student to next point of learning.</li> <li>▪ Review current classroom practices</li> <li>▪ Learning Walks conducted in each term</li> <li>▪ PL's conducted on 'Differentiation'</li> <li>▪ Extension Coach .2EFT appointed</li> <li>▪ ILP's completed for above &amp; below students in Literacy &amp; Numeracy</li> </ul>	All teachers to have a shared understanding of 'differentiation' at NLPS  Extension coach assists teachers and PLT in the planning for the needs of high achievers  Evidence of differentiated learning noted in every classroom ( ILP's, Work programs. Learning Intentions, Success Criteria)
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue to build teacher capacity to identify a student's point of learning.</li> <li>▪ Consolidate strategies to take every student to next point of learning.</li> <li>▪ Professional Learning conducted on catering for high achievers in c'rooms</li> <li>▪ Extra curriculum activities conducted including TofMinds, Soar Boat</li> </ul>	Differentiation of teaching lessons will be evident in the 30% of literacy and numeracy lessons by completion of year  Extension coach assists teachers and PLT in the planning for the needs of high achievers  School enters teams in inter school competitions /activities. Tournament of Minds / Solar Boat Challenge
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to build teacher capacity to identify a student's point of learning.</li> <li>▪ Consolidate strategies to take every student to next point of learning.</li> <li>▪ Professional Learning conducted on catering for high achievers in c'rooms</li> <li>▪ Extra curriculum activities conducted including TofMinds,, Solar Boat,</li> </ul>	Differentiation of teaching lessons will be evident in the 50% of literacy and numeracy lessons by completion of year  Extension coach assists teachers and PLT in the planning for the needs of high achievers  School enters teams in inter school competitions /activities. Tournament of Minds / Solar Boat Challenge

	Year 4	<ul style="list-style-type: none"> <li>▪ Continue to build teacher capacity to identify a student's point of learning.</li> <li>▪ Consolidate strategies to take every student to next point of learning.</li> <li>▪ Professional Learning conducted on catering for high achievers in c'rooms</li> <li>▪ Extra curriculum activities conducted including TofMinds, Soar Boat</li> <li>▪ Review &amp; Evaluate Teachers capacity and Coaching Role</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiation of teaching lessons will be evident in the 70% of literacy and numeracy lessons by completion of year</li> <li>▪ Extension coach assists teachers and PLT in the planning for the needs of high achievers</li> <li>▪ School enters teams in inter school competitions /activities. Tournament of Minds / Solar Boat Challenge</li> <li>▪ Improvement in percentage of students in top 2 Naplan Bands in Yrs. 3 &amp; 5.</li> </ul>
<u>Achievement</u>  Develop a share understanding of adding value to the writing process including spelling, grammar and structural knowledge.	Year 1	<ul style="list-style-type: none"> <li>▪ Audit &amp; evaluate available resources</li> <li>▪ Professional Learning (Curric Day spelling )</li> <li>▪ Learning walks Writing-Spelling focus</li> <li>▪ PD conducted on explicit goal setting for writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing and/or spelling and/or grammar curriculum and practices are audited.</li> <li>▪ All staff to develop common understandings on the teaching of writing ,spelling &amp;grammar.</li> <li>▪ Quality writing samples produced in all classrooms demonstrating improved spelling and grammar.</li> <li>▪ An hour per week is dedicated to the teaching of spelling in every classroom.</li> <li>▪ Explicit writing goals for every child in evidence in each classroom</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue the audit &amp; evaluate available resources</li> <li>▪ Professional Learning (Curric Day writing / spelling continued )</li> <li>▪ Learning walks Writing-Spelling focus</li> <li>▪ PD conducted on explicit goal setting for writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing and/or spelling and/or grammar curriculum and practices are audited.</li> <li>▪ All staff to develop common understandings on the teaching of writing ,spelling &amp;grammar.</li> <li>▪ Quality writing samples produced in all classrooms demonstrating improved spelling and grammar.</li> <li>▪ An hour per week is dedicated to the teaching of spelling in every classroom.</li> </ul>



			<ul style="list-style-type: none"> <li>▪ Explicit reading &amp; writing goals for every child in evidence in each classroom</li> </ul>
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Year 4	<ul style="list-style-type: none"> <li>▪ Continue the audit &amp; evaluate available resources</li> <li>▪ Professional Learning (Curric Day writing / spelling / grammar continued )</li> <li>▪ Learning walks Writing-Spelling focus</li> <li>▪ PD conducted on explicit goal setting for writing ( including –spelling &amp; grammar)</li> <li>▪ Review &amp; Evaluate curriculum framework for writing ( including spelling and grammar) Future recommendations made to ensure high standards are met and continued.</li> </ul>		<ul style="list-style-type: none"> <li>▪ An agreed curriculum framework for writing (including spelling and grammar) is developed and implemented in all classrooms</li> <li>▪ Moderation of writing samples produced in all classrooms at PLT's demonstrating improved spelling and grammar.</li> <li>▪ An hour per week is dedicated to the teaching of spelling in every classroom.</li> <li>▪ Explicit reading &amp; writing goals for every child in evidence in each classroom</li> <li>▪ Improvement in school's NAPLAN results for writing, spelling and grammar in both Yr. 3 &amp; 5.</li> </ul>

<p><u>Achievement</u></p> <p>To maximise student achievement and learning in Numeracy particularly in Number.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Build teacher capacity in the teaching of Numeracy, particularly Number in all grade levels.</li> <li>▪ Establishment of a Numeracy Key Learning Group</li> <li>▪ Audit of numeracy equipment in all classrooms.</li> <li>▪ Audit of all teacher reference material in numeracy</li> <li>▪ Delivery of PL on teaching of numeracy &amp; number</li> <li>▪ Audit of Mathletics is undertaken</li> <li>▪ Expectations set for Numeracy lessons.</li> <li>▪ Investigate GRIN program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy Key learning Group to meet 2-3 times a term</li> <li>▪ Numeracy is to be taught everyday in every classroom for a minimum of 1 hour.</li> <li>▪ A 'number' component included in all math lessons.</li> <li>▪ Audit of maths equipment and reference material completed.</li> <li>▪ Decision on suitability of GRIN for NLPS is made</li> <li>▪ Decision on suitability and continuation of Mathletics is made.</li> <li>▪</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Build teacher capacity in the teaching of Numeracy, particularly Number in all grade levels.</li> <li>▪ Numeracy Key Learning Group continues</li> <li>▪ Numeracy equipment in all classrooms is updated.</li> <li>▪ Teacher reference material in numeracy is updated and includes eLearning</li> <li>▪ Delivery of PL on teaching of numeracy &amp; number</li> <li>▪ Investigation into NAPLAN data –strengths / weakness in numeracy:</li> <li>▪ Possible implementation of GRIN program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy Key learning Group to meet 2-3 times a term</li> <li>▪ Numeracy is to be taught everyday in every classroom for a minimum of 1 hour.</li> <li>▪ A 'number' component included in all math lessons.</li> <li>▪ Further resources purchased for classrooms.</li> <li>▪ Reference (Tcher) material updated</li> <li>▪ Decision on suitability of GRIN for NLPS is made</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Build teacher capacity in the teaching of Numeracy, particularly Number in all grade levels.</li> <li>▪ Numeracy Key Learning Group continues</li> <li>▪ Delivery of PL on teaching of numeracy &amp; number</li> <li>▪ Investigation into NAPLAN data</li> <li>▪ Possible implementation of GRIN program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy Key learning Group to meet 2-3 times a term</li> <li>▪ Numeracy is to be taught everyday in every classroom for a minimum of 1 hour.</li> <li>▪ A 'number' component included in all math lessons.</li> <li>▪ Improvement in NAPLAN data –Yr.3 &amp; 5</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Build teacher capacity in the teaching of Numeracy, particularly Number in all grade levels.</li> <li>▪ Numeracy Key Learning Group continues</li> <li>▪ Delivery of PL on teaching of numeracy &amp; number</li> <li>▪ Investigation into NAPLAN data –strengths / weakness in numeracy:- trends</li> <li>▪ Possible implementation of GRIN program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numeracy Key learning Group to meet 2-3 times a term</li> <li>▪ Numeracy is to be taught everyday in every classroom for a minimum of 1 hour.</li> <li>▪ A 'number' component included in all math lessons.</li> </ul>
<u>Engagement</u>  Build teacher, student and parent capacity to drive and embed eLearning across the school.	Year 1	<ul style="list-style-type: none"> <li>▪ eLearning coaches introduced</li> <li>▪ eLearning capacity of staff developed</li> <li>▪ Introduction of 1:1 ipad program in Yr.5/6</li> <li>▪ Cybersafety policies &amp; programs developed</li> <li>▪ Parent &amp; staff PD programs conducted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased level of quality eLearning being conducted in PLT planning and teaching. This will be evident in Learning walks, work programs and staff surveys</li> <li>▪ 80% of Yr.5/6 students to have own ipad</li> <li>▪ Cybersafety policies developed</li> <li>▪ Minimum of 4 eLearning parent information PD's and at least 20 participants at each session</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ eLearning coaches continued</li> <li>▪ Continue to develop eLearning capacity of staff</li> <li>▪ Continue BYOD 1:1 ipad program in Yr.5/6</li> <li>▪ Elearning resources for Yr.3/4 priority</li> <li>▪ Cybersafety policies &amp; programs implemented</li> <li>▪ Parent &amp; staff PD programs conducted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased level of quality eLearning being conducted in PLT planning and teaching. This will be evident in Learning walks, work programs and staff surveys</li> <li>▪ 80% of Yr.5/6 students to have own ipad</li> <li>▪ A class set if ipads purchased for Yr. 3/ 4</li> <li>▪ Cybersafety policies developed and implemented</li> <li>▪ Minimum of 4 parent information sessions and at least 20 participants at each session</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ eLearning coaches continued</li> <li>▪ Continue to develop eLearning capacity of staff</li> <li>▪ Continue BYOD 1:1 ipad program in Yr.5/6</li> </ul>	<ul style="list-style-type: none"> <li>▪ eLearning is integral in the teaching &amp; learning at all levels at NLPS.</li> <li>▪ eLearning is planned in at least 50% of all Numeracy &amp; English lessons in Yr. 5/6</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Cybersafety policies &amp; programs embedded</li> <li>▪ Parent &amp; staff PD programs conducted</li> </ul>	<ul style="list-style-type: none"> <li>▪ and 30% of lessons in P-4.</li> <li>▪ Staff survey indicates a significant increase in ICT knowledge, use in lessons and professional development</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ eLearning coaches continued</li> <li>▪ Ongoing eLearning PL – all staff</li> <li>▪ Continue BYOD 1:1 ipad program in Yr.5/6</li> <li>▪ Cybersafety policies &amp; programs embedded</li> <li>▪ Parent &amp; staff PD programs conducted</li> <li>▪ eLearning programs audited &amp; evaluated</li> </ul>	<ul style="list-style-type: none"> <li>▪ eLearning is integral in the teaching &amp; learning at all levels at NLPS.</li> <li>▪ eLearning is planned in at least 50% of all numeracy &amp; English lessons in Yr. 5/6 and 30% of lessons in P-4.</li> <li>▪ Staff survey indicates a significant increase in ICT knowledge, use in lessons and professional development</li> </ul>
<p><b><u>Engagement</u></b></p> <p>Through the 'Everyday Counts' strategies and improved student engagement there will be a decrease in student absence</p>	Year 1	<ul style="list-style-type: none"> <li>▪ 'Everyday Counts' program reviewed and assessed for suitability for NLPS.</li> <li>▪ Action plan developed using EC strategies</li> <li>▪ Staff PD on student absences &amp; effects</li> <li>▪ Newsletter, emails, posters sent home</li> <li>▪ Student report highlights absences and possible effects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater parental awareness on effects of student absenteeism</li> <li>▪ Greater parental awareness on benefits of regular attendance</li> <li>▪ Greater staff awareness on absenteeism 'hotspots'</li> <li>▪ Teacher practice can decrease absenteeism.</li> <li>▪ Decrease in absent rate from 14 to 13 per student</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Everyday Counts program continued</li> <li>▪ Focus on patterns of absenteeism</li> <li>▪ Teachers to timetable weeks events to engage students to want to attend</li> <li>▪ Teachers to focus on importance of attendance to students</li> <li>▪ Continue parental education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater parental awareness on effects of student absenteeism</li> <li>▪ Greater parental awareness on benefits of regular attendance</li> <li>▪ Greater staff awareness on absenteeism 'hotspots'</li> <li>▪ Teacher practice can decrease absenteeism.</li> </ul> <p>Decrease in absent rate from 13 to 12 per student</p>
	Year 3	<ul style="list-style-type: none"> <li>▪ Everyday Counts program continued</li> <li>▪ Focus on patterns of absenteeism</li> <li>▪ Teachers to timetable weeks events to engage students to want to attend</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater parental awareness on effects of student absenteeism</li> <li>▪ Greater parental awareness on benefits of regular attendance</li> </ul>

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	Year 4	<ul style="list-style-type: none"> <li>▪ Everyday Counts strategies embedded</li> <li>▪ Early intervention on patterns of absenteeism</li> <li>▪ Continue parent and student education on importance of regular attendance</li> <li>▪ Evaluate practices to reduce student absenteeism. Continue to practice effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater parental awareness on effects of student absenteeism</li> <li>▪ Greater parental awareness on benefits of regular attendance</li> <li>▪ Greater staff awareness on absenteeism 'hotspots'</li> <li>▪ Teacher practice can decrease absenteeism.</li> <li>▪ Absent rate to be consolidated at 12 days per year or less</li> </ul>
<p><b><u>Wellbeing</u></b></p> <p>To implement supportive programs that will enhance home/school relationships and improve student wellbeing.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop school vision &amp; values ( all staff)</li> <li>▪ Set up student welfare team</li> <li>▪ PD –Introduction to PBS – all staff</li> <li>▪ Develop PBS Value &amp; Behaviour Matrix</li> <li>▪ Data sets collected – SET / EBS</li> <li>▪ Student leadership programs (school/ House captains, JSC) introduced</li> <li>▪ Communication plan developed. General school information focus</li> </ul>	<ul style="list-style-type: none"> <li>▪ SW-PBS introduced</li> <li>▪ SW-PBS surveys conducted . Base Line data achieved</li> <li>▪ New and improved communications strategies trialled</li> <li>▪ Student Leadership programs implemented</li> <li>▪ Student Voice opportunities extended</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ PBS re-launched to school community</li> <li>▪ Vision &amp;Value Matrix charts printed &amp; displayed throughout school</li> <li>▪ PD – PBS introduced into curriculum</li> <li>▪ Values promoted throughout school</li> <li>▪ Data sets Collected</li> <li>▪ Student leadership programs continued</li> <li>▪ Communication plan implemented. Classroom activity focus</li> </ul>	<ul style="list-style-type: none"> <li>▪ SW-PBS implemented</li> <li>▪ SW-PBS surveys conducted . Improvement in results</li> <li>▪ New and improved communications implemented</li> <li>▪ Student Leadership programs implemented</li> <li>▪ Student Voice opportunities evaluated and new strategies supported</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ PBS embedded in curriculum</li> <li>▪ Vision &amp; Values are embedded in school</li> <li>▪ Data sets collected &amp; evaluated</li> <li>▪ Student leadership programs continued</li> <li>▪ Communication plan implemented &amp; refined</li> </ul>	<ul style="list-style-type: none"> <li>▪ SW-PBS implemented</li> <li>▪ SW-PBS surveys conducted . Improvement in results</li> <li>▪ New and improved communications implemented</li> <li>▪ Student Leadership programs implemented</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ PBS audited &amp; evaluated</li> <li>▪ Student leadership programs audited &amp; evaluated</li> <li>▪ Communication reviewed &amp; evaluated</li> </ul>	<ul style="list-style-type: none"> <li>▪ SW-PBS culture established school wide</li> <li>▪ SW-PBS surveys show an overall improvement in safety and school behaviour</li> <li>▪ Parents survey school satisfaction variable at or above state mean</li> </ul>
<p><b><u>Productivity</u></b></p> <p>Review the allocation of resources according to priorities determined in the School Strategic Plan.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a eLearning resource plan</li> <li>▪ Provision of coaches in eLearning and student intervention &amp; extension</li> <li>▪ School PL plan to support SSP &amp; AIP</li> <li>▪ Staffing plan developed to reflect future school SGB and staff vacancies</li> <li>▪ Elearning strategy plan developed</li> <li>▪ Masterplan developed</li> <li>▪ Double storey relocatable sited at school</li> <li>▪ Timetable produced allowing for PLT meetings during school time</li> </ul>	<ul style="list-style-type: none"> <li>▪ An allocation of resources to school priorities that support improved student outcomes.</li> <li>▪ Staff and parent surveys used as measures. Ie staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>▪ Improvement of Student achievement data, Student Focus groups demonstrate an improved student learning environment</li> <li>▪ Masterplan endorsed by SC</li> <li>▪ New double storey building completed ( 4 classrooms)</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop a eLearning resource plan</li> <li>▪ Provision of coaches in eLearning and student intervention &amp; extension</li> <li>▪ School PL plan to support SSP &amp; AIP</li> <li>▪ Staffing plan developed to reflect future school SGB and staff vacancies</li> <li>▪ Elearning strategy plan developed</li> <li>▪ School Council develop grounds improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ An allocation of resources to school priorities that support improved student outcomes.</li> <li>▪ Staff and parent surveys used as measures. Ie staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>▪ Improvement of Student achievement data, Student Focus groups demonstrate an</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Timetable produced allowing for PLT meetings during school time</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved student learning environment</li> <li>▪ Meeting with local MP re Masterplan</li> <li>▪ Grounds improvement plan completed</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ eLearning resource plan implemented</li> <li>▪ Provision of coaches in eLearning and student intervention &amp; extension</li> <li>▪ School PL plan to support SSP &amp; AIP</li> <li>▪ Staffing plan developed to reflect future school SGB and staff vacancies</li> <li>▪ Elearning strategy plan implemented</li> <li>▪ School Council implement grounds improvement plan</li> <li>▪ Timetable produced allowing for PLT meetings during school time</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ An allocation of resources to school priorities that support improved student outcomes.</li> <li>▪ Staff and parent surveys used as measures. le staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>▪ Improvement of Student achievement data, Student Focus groups demonstrate an improved student learning environment</li> <li>▪ Meeting with local MP re Masterplan</li> <li>▪ Grounds improvement plan completed</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ eLearning resource plan implemented</li> <li>▪ Provision of coaches in eLearning and student intervention &amp; extension</li> <li>▪ School PL plan to support SSP &amp; AIP</li> <li>▪ Staffing plan developed to reflect future school SGB and staff vacancies</li> <li>▪ Elearning strategy plan implemented</li> <li>▪ School Council implement grounds improvement plan</li> <li>▪ Timetable produced allowing for PLT meetings during school time</li> <li>▪ School's alloxcation of resources during SSP period to be audited , reviewed and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>▪ An allocation of resources to school priorities that support improved student outcomes.</li> <li>▪ Staff and parent surveys used as measures. le staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>▪ Improvement of Student achievement data, Student Focus groups demonstrate an improved student learning environment</li> <li>▪ Meeting with local MP re Masterplan</li> <li>▪ Grounds improvement plan completed</li> <li>▪ Recommendations made for school self evaluation on future resourcing to ensure maximum productivity.</li> </ul>

