


School Strategic Plan for Sandringham East Primary School 4429 2015-2018

Endorsement

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Laureen Walton</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Geoff McRobinson</p> <p>Date:</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council.</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
	

School Profile

<p>Purpose</p>	<p>Vision</p> <p><i>“To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world...THINK...IMAGINE...BECOME...”</i></p> <p>Our Philosophy</p> <p><i>To value the importance of the home/school partnership and actively contribute in parent participation using expertise in a variety of ways within and outside the classroom.</i></p> <p><i>The school community has a right to fully participate in an educational environment that is safe, orderly, supportive and inclusive.</i></p>
<p>Context</p>	<p>Sandringham East Primary School (SEPS) is located in a beachside suburb of Melbourne. Our school is located in Sandringham, 15 kilometres SE of Melbourne. Current enrolments of 458 are from immediate locality with increased Foundation enrolments for 2015. The SFO index is 0.23 and 23 students (5%) speak a language other than English with 19 diverse countries represented. There are a number from disadvantaged backgrounds and we ensure that every child feels engaged, welcomed and accesses high quality education. The diverse community has around 10% of families receiving benefits through their health care card. We employ a welfare officer who supports all families as required for educational, wellbeing and family issues. Some students are supported through the Program for Students with Disabilities.</p> <p>SEPS is a progressive school preparing students for a dynamic future. The school opened in 1931 and enjoys a proud and rich history of 84 years in 2015. The school values relationships and has a developed sense of community who are supportive and caring and we are told that the school has a country type community feeling.</p> <p>The school has 42 equivalent staff - 2 principal class, 30 teachers (including 3 Leading Teachers) and 10 education support staff.</p> <p>Our professional teaching teams are dedicated to setting high expectations, ensuring all students achieve to their best. The school recognises that, apart from a student’s intrinsic motivation, the biggest impact on student learning is the quality of the teacher, and therefore we devote resources to improving teacher capacity working with Kathy Walker and Julie Shepherd as critical friends. Walker Learning Study Tours showcase our excellent practice and we are benchmarked as a leading school in this approach. Science is presented by classroom teachers, who have been empowered to teach science through two year trained Science Specialists. The science program is supported through a level 3 student / peer partnership with Sandringham College, the John Monash Science (Little Scientist Program) and the i Sea, i Care Dolphin Project. Highly regarded support and specialists programs include Numeracy and Literacy, Performing Arts, PE, Visual Arts, and Japanese. We are an Asia Literacy School and the Asia Literacy Grant saw iPads incorporated into the Japanese Program for student research as well as communication with our sister school in Yokohama. Excursions, camps (adventure, educational & ski camps), Swimming Programs, Bike Education and Extra-Curricular activities provide students with a well-rounded education. The Kitchen / Garden Program employ Mr Marco for three days each week and he presents a program to all classes within the school. Sustainability is valued and students are taught sustainable practices within the school.</p> <p>The school is energetic and proactive in inviting the community to be part of the process of schooling for its children. There is an effective School Council and the Class Parent Program is incorporated within the Parents and Friends Association. The school sees parents as vital partners in a child’s education and parents are</p>

encouraged to contribute to social and educational programs. The school links with the broader community to provide extra-curricular activities for students such as the School Sports Australia Program, Instrumental music, Piano, Guitar, Chess, "Build it" and Lunch clubs (taken by staff, volunteers and parents). Before and After School Care is provided by Extend. We host the Japanese Saturday School which currently enrolls 175 students each Saturday in 17 classrooms. Connections with Lions, Rotary, Family Life and BayCSISS are important links within our community. We are privileged that many wider community members attend to support the students in classroom programs. Parent Helpers are trained in Investigations and the Parent Helpers Program for numeracy and literacy. We encourage and highly value this amazing support from parent and local community. The Kids Matter Action team includes parents and staff who direct the social / emotional; learning for students.

Sandringham East Primary School prides itself on a diversity of programs that cater for personalising student learning needs through curriculum programs and Individual Learning Plans. We recognise that literacy and numeracy are essential foundations for student success. We provide an inclusive education including a number of students supported through the Program for Students with Disabilities who show progress in achieving their individual goals.

Our agreed Assessment Schedule demonstrates student learning and is reviewed regularly outlining the assessment process at each Level enabling teaching teams to monitor student progress to guide planning and teaching. We monitor and track student achievement and progress across the school for individual students and cohort trends. Each Level team analyses their achievement data and devises a Performance Plan linking to the Strategic Plan and AIP and outlines specific activities to improve student outcomes in identified areas of need, focussing on collaboration within each team. Our staff are committed to ongoing professional and lifelong learning themselves.

Students who are 12 months behind (in levels 1-6) expected standard have a developed Individual Learning Plan (ILP) to support their learning through personalised goals. Students in Foundation (6 months below at mid year) are identified as requiring support are placed on an ILP to support their learning. Student progress is reported in mid-year and end of year academic reports and during parent/ teacher progress meetings. The Mid Year reporting to parents is an opportunity for a three way conference where students share their learning with parents and present a digital portfolio.

Foundation entry assessment in the beginning six weeks of school includes online literacy and numeracy assessments.

The accountability for student learning has been a high expectation which teachers have embraced with accompanying achievement results which they are proud of. Achievement outcomes encompass a broader view of learning spanning a range of curriculum domains as well as co-curricular achievements. You Can Do It strategies as well as Kids Matter approaches support student mental health and wellbeing.

ICT is incorporated into teaching and learning to support, engage, reinforce, research and present concepts. The 1-1 computer program provides greater access for students in level 3-6 to engage in use of technology. Interactive Whiteboards have been a tool at SEPS for many years and are used to reinforce teaching and learning. SEPS has dedicated many financial and human resources to improving ICT capabilities. All our programs are enhanced with extensive ICT resources supported by a 1-1 computer program which is in its third year of implementation. 75% of students with a leased or purchased computer have enabled our overall student ratio to be reduced considerably with computers available for those who have not purchased or leased.

ICT supports learners to communicate, collaborate, create, solve problems, access new knowledge and form learning communities. ICT has become embedded within the school and students access ICT daily to support their learning through online and school software programs and teacher generated learning tasks. Professional learning to facilitate the continued development of student and teacher ICT skills and knowledge is ongoing. Video conferencing and Skype are used to link with other schools using digital learning.

Teaching and Learning Programs cater for individual student needs and personalisation of learning. Our Pedagogical Plan enables teachers to understand and focus on their teaching craft and the learning needs of our students. The school provides a bountiful professional learning budget so that teachers can grow and develop through professional learning to ensure they stay abreast of current practice and research by working with experts and Educational Consultants. In-house

collegiality and sharing of our educational practice is a support for teaching staff who have designated time to plan as well as enjoy professional discussions. Planning days each term ensuring that teaching and learning curriculum documentation is consistent and well managed.

We encourage the development of progressive teaching through exploring children's interests in Inquiry based curriculum, with the Walker Learning Approach where students develop problem solving, creativity, collaboration, thinking, flexibility, questioning and research skills. The school has allocated significant resources to enable data to inform teaching and the School Improvement Team is currently embarking on the Data Wise Program at Havard with two neighbouring schools.

At Sandringham East we create a safe, orderly, supportive and secure learning environment that promotes resilience and socially responsible behaviour. We engage students in a love of learning and develop a sense of wellbeing, engagement and connectedness to school. Student's motivation to learn as well as their active involvement in learning is paramount. Student attitudes to school survey results indicate our student's School Motivation, Teacher Empathy, School Connectedness and Teacher Effectiveness are high indicating students enjoy very positive relationships with the school, their teachers and learning experiences.

Student leadership roles give students responsibilities within the school and create opportunities for student voice. All students in level 5 are trained as Peer Mediators. Levels 1-6 students have the opportunity to use their student voice through Junior School Council and leadership responsibilities.

Students can reach their full educational potential only when they are happy, healthy and safe, and there is a positive school culture to engage and support them in their learning. Our school acknowledges that student engagement and wellbeing are inextricably linked to student learning outcomes.

We work within our local Beachside network and South cluster of schools to enhance student transitions within our whole community. This includes Kinder to Foundation transitions, transitions from year to year, and transition processes to secondary school from level 6 to 7. Our handy location next to Sandringham College affords our students the extra benefit of cross age tutoring and a multitude of other activities such as Level 3 Science. This gives our students confidence when they move to secondary college as they are familiar with a secondary environment.

Transition strategies are implemented across all levels and include: buddy activities for Foundation / Level 6 students all year for regular learning and special events; parent buddies for new families; positive relationships with pre-school teachers; liaison with Bayside Council and secondary colleges to assist transition to school and Level 7; transition program with Secondary Colleges. Prospective parents are welcomed by all staff and leadership who provide a smooth transition for our school families.

The school has developed a whole school approach to student wellbeing with a focus on integrating our school core values into our wider school community through the Kids Matter Action team. We use Restorative Practice as a key strategy to support harmonious relationships with all children. This maximises learning at Sandringham East Primary School; a student focused school with a safe, supportive and welcoming learning environment embracing success for each student.

We believe that students' health, safety and wellbeing are essential to learning growth and social/emotional wellbeing development. The KidsMatter initiative ensures the wellbeing of our students as does a strong emphasis on the Program Achieve Model (You Can Do It). We employ a school based counsellor/welfare officer to work with our school community for two days each week.

At Sandringham East we engage and support our students through personalised learning, ensuring a fair and consistent approach to student wellbeing. We offer lunchtime activities focusing on supporting students, student leadership programs, Student of the Week awards, effective transition programs; parent information workshops/evenings, specialist programs for Visual and Performing Arts, Japanese and Physical Education.

School excursions and camps provide a wealth of educational experiences such as visiting Canberra, adventure camps as well as a ski camp. The Japan Tour is another exciting opportunity for students who have enjoyed two successful tours in 2013 and 2014. The school will again offer the Japan Tour in 2016. Our school culture encourages safe and orderly environments, collaborative relationships, shared philosophies, values, vision, beliefs, expectations and attitudes.

	<p>Sandringham East Primary School implements a personalised learning approach for every student by tailoring the educational experience to meet the needs, interests and aptitudes of all students. The Walker Learning Pedagogy ties in with our SEPS vision and culture of learning and the approach is exemplars with many educational colleagues visiting SEPS which is a Study Tour School.</p> <p>Our personalised, developmental approach to teaching and learning supports knowledge and skill acquisition. This occurs in a student centred environment based on rich relationships, trust, collaboration, responsibility and participation. Within flexible learning spaces our students take on challenges, engage in high level thinking and utilise ICT to complement learning.</p> <p>Sandringham East Primary School aims to foster positive community relationships and develop confident, successful learners who are responsible, ethical and global citizens.</p> <p>Sandringham East Primary School trialed and adopts The Australian Curriculum with the following capabilities within AusVELS.</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Personal and social capability • Ethical behaviour • Intercultural understanding.
Values	<p>Values for the Sandy East community are based on the Values for Australian Schooling:</p> <ol style="list-style-type: none"> 1. Care and Compassion Care for self and others. 2. Doing Your Best Seek to accomplish something worthy and admirable, try hard, and pursue excellence. 3. Fair Go Pursue and protect the common good where all people are treated fairly for a just society. 4. Freedom Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others. 5. Honesty and Trustworthiness Be honest, sincere and seek the truth. 6. Integrity Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds. 7. Respect

	<p>Treat others with consideration and regard, respect another person's point of view.</p> <p>8. Responsibility</p> <p>Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.</p> <p>9. Understanding, Tolerance and Inclusion</p> <p>Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.</p>
<p>Environmental Context</p>	<p>The Sandringham East Primary School facilities provide a safe and secure setting, a serene sanctuary, walking track, lush oval, oriental and indigenous gardens, bountiful vegetable patch and hens provide eggs for our community.</p> <p>Despite our aging facilities, and due to a strong focus over many years by School Council, students enjoy our bright engaging and modern learning environments which cater for a range of learning styles and individual needs as much as possible considering our less than ideal building stock!</p> <p>We have a walking history lesson at Sandringham East with buildings stretching from the old to the new! Our buildings range from an original brick schoolhouse refurbished for a Foundation Learning Centre and administration area to a library/classroom centre funded through the Building Education Revolution (BER) that enables Level 1 and 2 teachers to work collaboratively in delivering a current and relevant curriculum. We have made modifications to the LTC building which allows teachers in level 3 and 4 to work collaboratively in flexible spaces. Our school community led the building of a new library which is a great asset to the school's facilities. The school also has a dedicated Japanese centre in an old wooden classroom and all students learn this language.</p> <p>We have invested considerable financial commitments to improving facilities to cater for new millennium learning for our students as well as provision of extensive curriculum and ICT resources. Our school is committed to providing a safe, secure and stimulating learning environment for all students.</p>
<p>Service Standards</p>	<p>At Sandringham East we:</p> <ul style="list-style-type: none"> • allocate resources which align with the strategic direction of the school with ongoing monitoring and accountability. • effectively allocate and use resources related to needs for teaching and learning so that the best possible effect and combination will support improved student outcomes and achieve goals and targets. • provide a safe, orderly and engaging learning environment to ensure students achieve their full potential • personalise learning so that learning is adapted to the needs of students • focus Human Resources on the needs of students and quality teachers are employed including specialist's teachers, and a student welfare counsellor along with Education support staff who provide fantastic administration procedures in the office and classrooms • employ teachers for support in literacy and numeracy depending on SRP availability • ensure that all classes display a statement of intent so that learning is transparent for the school community • commit to professional learning both financially and time wise for teachers • utilise community expertise through Helper programs, Story Dogs, Shine Program • plan in teams which encapsulates timetables, class structures, student numbers and teacher expertise to cater for the needs of the students. • commit to open and regular communication within our school and wider community • share SEPS vision and goals to encourage school community engagement • engage parents regularly to communicate expectations and provide feedback

- reporting to parents twice yearly with opportunity for parent / teacher or 3 way interviews
- website updated regularly to ensure current information is available to community

Strategic Direction

Achievement		Key improvement strategies
<p>Goals</p> <ul style="list-style-type: none"> • To improve Literacy and Numeracy student growth levels on a whole school basis from Foundation to Level 6 with a specific focus on Number, Speaking and Listening, Spelling and Grammar maximising the learning growth of all students in these learning domains. • To place emphasis particularly in regard to improving boys literacy and girls numeracy outcomes. • To improve student 	<p>The 'Theory of Action':</p> <p>Overall Student Performance is above State-wide levels and continues to improve with the bulk of students performing above indicative mean levels.</p> <p>Speaking and Listening, Spelling, Grammar, Number and Science will be a focus for further and continuous improvement.</p> <p>"However, overall Student Performance and Growth Levels at Sandringham East PS are impressive."</p> <p>(Review Report 2015)</p>	<p>Actions:</p> <ol style="list-style-type: none"> 1. Development and implementation of a Science Enhancement Teaching and Learning Plan for the next four years. 2. Review the school's Speaking and Listening, Spelling and Grammar programs Foundation to Year 6 with a resultant Action Plan 3. Review the current Mathematics program Foundation to Level 6 with a view to developing and implementing a consistent program across the school. 4. Deliver a personalised learning program to reflect the SEPS developmental approach learning. Students will identify their own learning goals and next steps of learning.

<p>performance and Teaching and Learning delivery in Science.</p>		
<p>Targets</p>	<p>Target by 2018:</p> <ul style="list-style-type: none"> • Student Achievement levels in Speaking and Listening, Spelling, Grammar and Number show increased levels of growth from Foundation to Level 6 based on teacher judgements against the AusVELS. • Student growth in NAPLAN Years 3 and 5 indicates that an additional 10% of students are achieving High Growth in all areas over the next four years. • There will be a consistent whole school approach to the teaching of science evidenced by implementation and rich assessment tasks. • Additional school target – to increase the number of boys improving in literacy achievement and numeracy achievements for girls. 	

Key Improvement Strategy Achievement		Actions	Success criteria
1. Development and implementation of a Science Enhancement Teaching and Learning Plan for the next four years.	Year 1	<ul style="list-style-type: none"> Review of Primary Connections Resource as the preferred program for teaching of science 	<ul style="list-style-type: none"> Science curriculum overviews and planners that incorporate Primary Connections reflecting 5e model and additional resources. Minimum of seven lessons taught per term. Timetabling of weekly (50min) or fortnightly (100min) science lesson from F-6 Timetabling of Sandy Secondary College Science program
		<ul style="list-style-type: none"> Review resources and teaching space 	<ul style="list-style-type: none"> Stocktake of current science resources Purchase of additional science resources required to support program Budget allocation
		<ul style="list-style-type: none"> Professional Learning for teaching staff which will enable all staff to take responsibility for planning for one unit of science. 	<ul style="list-style-type: none"> Whole school professional development learning plan to incorporate professional learning at whole school level incorporating 5e model and Primary Connections resources
		<ul style="list-style-type: none"> Investigate an assessment to benchmark over the SSP period 	<ul style="list-style-type: none"> Rich assessment tasks (summative) identified for teacher judgement to be used for student reporting purposes (1 task per term)

Key Improvement Strategy Achievement		Actions	Success criteria
<p>2. Review the school's Speaking and Listening, Spelling and Grammar programs Foundation to Level 6 with a resultant Action Plan</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Use of data to inform planning by tracking student growth and achievement with expectations for improvement as a component of PDP's 	<ul style="list-style-type: none"> • Student achievement cohort targets developed in Reading, Writing, Speaking and Listening and Number. • Assessment data recorded in SPA or similar program • Staff PDPs
		<ul style="list-style-type: none"> • Implement the highest quality teaching and learning practices and teacher capacity to improve personalisation and differentiation of the curriculum. 	<ul style="list-style-type: none"> • Student achievement data in English and Mathematics • NAPLAN achievements at Level 3 and 5 • Curriculum overviews and planning documentation • Individual Learning Plans for students working 12 months below indicative level in Levels 1-6 and those identified as below expected level in Foundation. • Whole school professional learning plan documenting whole school and individual professional learning achievements • Sharing Educational Practice – team meetings, modelling, classroom visits
		<ul style="list-style-type: none"> • Provide Professional Learning to support teaching staff in the implementation of Writing, (Spelling & Grammar,) and Speaking and Listening • Investigation Smart Spelling and Cued Articulation which incorporates THRASS strategies. • Teachers work with Michelle Hutchison to further professional learning about the Smart Spelling Program. • Continued literacy programs of VCOP and CAFÉ with ongoing development in teams and learning for 	<ul style="list-style-type: none"> • Implementation of SMART spelling program at whole school level • Planning documentation to incorporate SMART spelling • Sharing Educational Practice at whole school, sub school and AusVELS levels. • Speaking and listening assessment guide utilised across the school

		<p>new team members.</p> <ul style="list-style-type: none"> Investigate and develop a Speaking & Listening assessment guide to ensure teachers make consistent judgements. 	
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Key Improvement Strategy Achievement		Actions	Success criteria
<p>3. Review the current Mathematics program Foundation to Level 6 with a view to developing and implementing a consistent program across the school.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> Professional Learning to support the teaching of Mathematics and implementation of the Proficiencies (Understanding, Fluency, Problem Solving, and Reasoning). Investigate the engagement of a critical friend to support the teaching of Mathematics. 	<ul style="list-style-type: none"> PD in Australian Curriculum Mathematic Proficiencies MAV membership Determine internal/external critical friend Math Proficiency Walls
		<ul style="list-style-type: none"> Development of an agreed approach which is consistent across F-6 and based on research and key elements which empower teams to engage in the teaching of Maths. Develop their skills and knowledge for teaching using common and consistent mathematical language. 	<ul style="list-style-type: none"> Use of language to ensure consistency of practice (George Booker and Peter Sullivan) Use Sharing Educational Practice (SEPS) for teachers to develop and improve their consistent practice.
		<ul style="list-style-type: none"> Provision of resources to ensure that high quality teaching in teams, with a hands on approach, is applied. 	<ul style="list-style-type: none"> Resource Audit and purchase of new resources
		<ul style="list-style-type: none"> Review and evaluate differentiation and personalisation in planning mathematics teaching and learning. Focus on improved numeracy achievement for girls. 	<ul style="list-style-type: none"> NAPLAN Level 3 and 5 data Curriculum planning documentation
		<ul style="list-style-type: none"> Parent engagement and information sessions to 	<ul style="list-style-type: none"> Parent information sessions timetabled;

		demonstrate research, understanding of processes and practical strategies in order to support their child at home.	attendance recorded to inform about the mathematics of today. <ul style="list-style-type: none"> • Math information on website
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Key Improvement Strategy Achievement		Actions	Success criteria
4.. Deliver a personalised learning program to reflect the SEPS developmental approach to learning. Students will identify their own learning goals and next steps of learning.	Year 1	<ul style="list-style-type: none"> • Personalising Learning so that individual student growth is enhanced and challenged according to the abilities of students 	<ul style="list-style-type: none"> • Development of Individual Student Learning Checklists (F-6) in Reading, Writing, Speaking and Listening and Mathematics. • Learning Intentions to be documented in the areas of Reading, Writing, Speaking and Listening and Mathematics (Number and Algebra) to drive the Statement of Intent (in an overview document).
		<ul style="list-style-type: none"> • A more personalised approach to be adopted F-6. 	<ul style="list-style-type: none"> • The 10 non negotiables for Walker Learning will be consistent across all teaching spaces.
		<ul style="list-style-type: none"> • Opportunities presented for students to be challenged and enriched 	<ul style="list-style-type: none"> • ILPs document relevant goals for students achieving 12 months below their indicative level • Extra curricula -TOM (Tournament of Minds), Gateways, Chess club, etc • Student achievement data
		<ul style="list-style-type: none"> • Focus on thinking and problem solving strategies to further challenge students. 	<ul style="list-style-type: none"> • “Maths Walls” in all teaching spaces to reflect the mathematical proficiencies • Curriculum Planning

Engagement		Key improvement strategies
Goals <ul style="list-style-type: none"> • To maximise Student Engagement levels from 	The Review Panel believes that the Student Engagement goal area has been well catered for.	<ol style="list-style-type: none"> 1. Review the school Instructional Framework; Walker Learning to ensure best practice.

<p>Foundation to Year 6.</p> <ul style="list-style-type: none"> To continue student transition initiatives and outcomes from pre-school to secondary school with a focus on internal transition (Level 1-6) 	<p>Consolidation and consistency will remain as future challenges in the new SSP.</p>	<ol style="list-style-type: none"> 2. Ensure that ILPs reflect targeted long and short term goals for student achievement, thus allowing students to be fully engaged with their learning experiences. 3. To continue and refine student transition programs from pre-school to secondary school with a focus on internal transition (Level 1-6)
<p>Targets</p>	<p>Targets should focus on the attitudinal data for parents, staff and students which should indicate strong levels of support from all cohorts in all areas of Teaching and Learning, Student Engagement and Transitions.</p>	

Key Improvement Strategy Engagement		Actions	Success criteria
<p>1 Review the school Instructional Framework; Walker Learning to ensure best practice.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> Continued professional learning F-2 and 3-6 to ensure that consistency of approach is seen across all levels. 	<ul style="list-style-type: none"> Delivery of consistent approach that incorporates all key elements of Walker Learning Training of additional mentors Accreditation of staff Sharing Educational Practice at the whole school, sub school and AusVELS level through meetings and modelling
		<ul style="list-style-type: none"> Kathy Walker to focus on discussion and reflection to ensure consistency in opportunities for teaching staff and parent information sessions. Walker Learning Framework in its true form must 	<ul style="list-style-type: none"> Parent attendance at Walker Learning presentations. Consistent approach delivered across the school incorporating all key elements of Walker Learning

		be delivered across Inquiry programs and all year levels.	
		<ul style="list-style-type: none"> Resources to be budgeted for so that the approach can be implemented to the highest expectation, including modelling of best practice, mentoring and feedback. 	<ul style="list-style-type: none"> Allocation of budget to ensure human and physical resources support optimal delivery of approach. Sharing Educational Practice – team meetings, staff meetings, modelling, classroom visits

Key Improvement Strategy Engagement		Actions	Success criteria
2. Ensure that ILPs reflect targeted long and short term goals for student achievement, thus allowing students to be fully engaged with their learning experiences.	Year 1	<ul style="list-style-type: none"> Continue to upskill teachers in personalised and differentiated learning with a focus on student goal setting 	<ul style="list-style-type: none"> Professional development for staff
		<ul style="list-style-type: none"> 3 way Interviews allow opportunity for students to share and reflect upon their learning acquisition through digital portfolios. 	<ul style="list-style-type: none"> Attendance Digital Portfolios
		<ul style="list-style-type: none"> Individual Learning Plans to ensure a partnership with parents to assist the child to achieve maximum potential. Behavioural Management Plans (BMP's) are documented and shared at whole staff level where appropriate. 	<ul style="list-style-type: none"> ILP's BMP's Frequency of 'incidences' reduced as per Yard Duty Incident Report

Key Improvement Strategy Engagement	Actions	Success criteria
<p>3. Review the school extra curricula programs with a view to increasing levels of Student Engagement and Student Wellbeing.</p>	<ul style="list-style-type: none"> Organised extra curricula activities using in-house staff as well as volunteer community helpers. 	<ul style="list-style-type: none"> Data collection – number of volunteers / number of programs being offered.
	<ul style="list-style-type: none"> Sporting Schools Program to support students with coaching and challenging sporting programs 	<ul style="list-style-type: none"> Implementation of a Sporting School’s Program
	<ul style="list-style-type: none"> Story Dogs Program to support students in literacy development. Connections with outside organisations to further engage students (aged care facilities – “grey “ power) 	<ul style="list-style-type: none"> Participation (Levels 2 and 3) Volunteers

Key Improvement Strategy Engagement	Actions	Success criteria
<p>4. To continue and refine student transition programs from pre-school to secondary school with a focus on internal transition (Level 1-6)</p>	<ul style="list-style-type: none"> Document internal (year level to year level) and entry and exit student transition processes. . 	<ul style="list-style-type: none"> Teacher Transition documents (SPA)
	<ul style="list-style-type: none"> Transition timelines will outline Transition planning for the year. 	<ul style="list-style-type: none"> Classroom visits to next level documented and reflected upon Internal transition formally documented
		<ul style="list-style-type: none"> Meet the Teacher
		<ul style="list-style-type: none"> Number of special days offered where students are mixed
	<ul style="list-style-type: none"> ERP presentations shared across levels 	

Wellbeing		Key improvement strategies
<p>Goals</p> <ul style="list-style-type: none"> To ensure that student health and wellbeing is maximised by providing a stimulating, orderly and safe educational environment for all school community members. 	<p>Student Wellbeing is well handled by an experienced and talented staff at Sandringham East PS.</p> <p>School Council continues to invest heavily in improving school Grounds and Buildings and Student Wellbeing initiatives.</p> <p>Building student resilience and global awareness were seen to be key issues for the new SSP.</p> <p>Student non-attendance and particularly unexplained absences and the issue of students taking holidays outside of school times to be a focus. Almost 66% of the school attendance rates are unexplained absences or holidays. Lateness also remains an issue.</p>	<p>Actions:</p> <ul style="list-style-type: none"> Reviewing the range and scope of all school Student Wellbeing programs in line with the new SSP. Investigate a variety of programs in order to build on student awareness of their place in the community such as Building Resilience (DET), Play is the Way Continue to deliver a parent and community links program based on school and parent needs. Expand school global links with an emphasis on Asia.

Targets	<p>Targets by 2018:</p> <ul style="list-style-type: none"> • Ensuring that the ATS Survey, Years 5 and 6 data in the domains of Student Safety and Student Behaviour areas are above the 50th percentile and improve annually. • Parent opinion data in the domains Student Wellbeing, General Satisfaction and Co-Curricular are above State means and improve annually. • Student attendance rates are above State means, particularly in Year 6. 	
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Key Improvement Strategy Wellbeing	Actions	Success criteria
1. Review the range and scope of all school Student Wellbeing programs in line with the new SSP.	<ul style="list-style-type: none"> • Investigate purchase of a program, such as Compass, to monitor attendance at school and for parents to more easily register absences on line. • Develop a proforma for parents to apply for extended leave for students. 	<ul style="list-style-type: none"> • Purchase and implementation of program to monitor attendance • Student attendance data • Leave Request Proforma
	<ul style="list-style-type: none"> • KidsMatter Program to continue with revision and focus on the core modules. 	<ul style="list-style-type: none"> • KidsMatter Accreditation
	<ul style="list-style-type: none"> • Continue and further develop the Peer Mediation Program with training each year in Term 4 for Level 4 students. 	<ul style="list-style-type: none"> • Trained Peer Mediators

Key Improvement Strategy Wellbeing	Actions	Success criteria
2. Investigate a variety of programs in order to build on student awareness of their place in the community such as Building Resilience (DET), Play is the Way, Bully Stoppers	<ul style="list-style-type: none"> Apply for the Building Resilience Grant Investigate SEL – Play is the Way, Building Resilience (DET) 	<ul style="list-style-type: none"> Selected program is resourced and implemented
	<ul style="list-style-type: none"> Student interaction within the local community 	<ul style="list-style-type: none"> Student attendance at community events
	<ul style="list-style-type: none"> Bully Stoppers Beachside network to continue implementation under the “Kids Matter Framework” Development of a Bully Stoppers Action team 	<ul style="list-style-type: none"> Special days to promote SEL Bully Stoppers Student Team

Key Improvement Strategy Wellbeing	Actions	Success criteria
3. Continue to deliver parent and community links program based on school and parent needs.	<ul style="list-style-type: none"> Whole school professional learning for staff with community inclusion 	<ul style="list-style-type: none"> Dissemination of information to staff and community
	<ul style="list-style-type: none"> Transition program supporting new parents to the school 	<ul style="list-style-type: none"> Survey data Buddy parent program
	<ul style="list-style-type: none"> Parent Morning Tea/Tours offered to each level for further understandings of the school’s programs 	<ul style="list-style-type: none"> Presentation of the program
	<ul style="list-style-type: none"> Newsletter each term to further educate parents on the curriculum and expectations for each level including specialists. 	<ul style="list-style-type: none"> Newsletters attached to website and circulated electronically

Key Improvement Strategy Wellbeing	Actions	Success criteria
4. Expand school global links with an emphasis on Asia.	<ul style="list-style-type: none"> Japanese Saturday School a strong focus for our school community 	<ul style="list-style-type: none"> Increased involvement in all aspects of school life at SEPS
	<ul style="list-style-type: none"> Sister school in Yokohama continued relationship 	<ul style="list-style-type: none"> Japanese Program Skyping with sister school
	<ul style="list-style-type: none"> Japan Tour offered for students in level 5 and 6 in 2016 	<ul style="list-style-type: none"> Student and Teacher Participation
	<ul style="list-style-type: none"> Philippines sister school in Bohol a continued focus 	<ul style="list-style-type: none"> Study Tour participation Skyping with sister school
	<ul style="list-style-type: none"> Students familiar with our Asian neighbours as an Asian Literate School 	<ul style="list-style-type: none"> Curriculum planning/programs

Productivity		Key improvement strategies
<p>Goals</p> <ul style="list-style-type: none"> To maximise all school resources in a manner that improves student learning outcomes and delivers high levels of Student Engagement and Student Wellbeing. 	<p>The Sandringham East PS School Council ensures that resources are maximised in order to enhance the unique and attractive environment at this school.</p> <p>However as the school aims to enhance ICT, school programs, staff professional development and other educational programs such as Science it will need to be vigilant and responsive in this area.</p>	<p>Future actions:</p> <ul style="list-style-type: none"> Document an annual Sandringham East PS Professional Learning Plan for all staff and linked to SSP goal areas. Formally review all school staff structures and leadership positions linked to the new SSP by the end of Term 3, 2015. Review classroom location learning spaces and timetabling linked to the Student Engagement and Productivity goal areas.
<p>Targets</p>	<p>Targets:</p> <ul style="list-style-type: none"> Staff opinion data and particularly the domain of Buffering to be above State means annually. 	

	<ul style="list-style-type: none"> Parent opinion of the domain General Satisfaction to be above State means and improve annually. 	
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Key Improvement Strategy Productivity	Actions	Success criteria
1. Document an annual Sandringham East PS Professional Learning Plan for all staff and linked to SSP goal areas.	<ul style="list-style-type: none"> Provide appropriate funding to support Professional Learning and Leadership Development as a whole school team as well as for individual needs. 	<ul style="list-style-type: none"> Attendance Budget allocation
	<ul style="list-style-type: none"> School Council, Business Manager and Principal continue to be proactive and rigorous in the approach to maximising resource provision at this school. 	<ul style="list-style-type: none"> Whole school professional learning meeting the needs of the collective and the individual
	<ul style="list-style-type: none"> Review and Implement the Sharing Educational Practice program 	<ul style="list-style-type: none"> Student achievement data

Key Improvement Strategy Productivity	Actions	Success criteria
2. Formally review all school staff structures and leadership positions linked to the new SSP by the end of Term 3, 2015.	<ul style="list-style-type: none"> Further develop and refine the Workforce Plan looking at succession leadership and family leave positions. 	<ul style="list-style-type: none"> Work Force Plan SRP allocation
	<ul style="list-style-type: none"> Human Resource management to ensure employment / selection of staff decisions are in line with requirements according to the workforce plan to retain, attract and motivate staff. 	

Key Improvement Strategy Productivity	Actions	Success criteria
3. Review classroom location learning spaces and timetabling linked to the Student Engagement and Productivity goal areas.	<ul style="list-style-type: none"> Review the class allocations required for the coming year along with appropriate spaces for collaborative teaching and learning. 	<ul style="list-style-type: none"> Student achievement data Staff Opinion Student Attitude to School survey Parent Opinion
	<ul style="list-style-type: none"> Review timetable to ensure that maximum resources are allocated to support increased student learning outcomes. 	<ul style="list-style-type: none"> Student achievement data Student Attitudes to School