

School Strategic Plan for  
Wantirna Primary School  
3709  
2016-2019



## Endorsements

Endorsement by School Principal	Signed:  Name: Susan Fergeus Date: 14 <sup>th</sup> April 2016
Endorsement by School Council	: Signed:  Name: Hamish Smith Date 14 <sup>th</sup> April 2016  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed:  Name: Coralee Pratt Date: 18.04.16

## School Profile

<p><b>Purpose</b></p>	<p>Wantirna Primary School's purpose is to provide a safe, caring and supportive learning environment which encourages students to become independent and confident lifelong learners. Our school is proud of its reputation of delivering a high quality, balanced educational curriculum for all students. We actively promote social responsibility, resilience and tolerance and support the development of the knowledge, skills and attitudes necessary for success in our global community.</p>
<p><b>Values</b></p>	<p>Our school values are fundamental to the life of our school and underpin everything we do at Wantirna Primary School.</p> <p>We are committed to a student-centred, personalised approach to learning which is designed to prepare students for a happy, healthy and successful future. Our CARE values are Compassion, Achieve, Respect and Engage.</p> <p>We possess a strong commitment to fostering student wellbeing by teaching students skills and strategies to interact effectively with others. The implementation of the Tribes program and restorative chats are incorporated to support classroom agreements and ongoing positive behaviour.</p>
<p><b>Environmental Context</b></p>	<p>Wantirna Primary School is located in the City of Knox in the eastern suburbs, approximately 35 kilometres from the Melbourne CBD. The school is proud of its commitment to the education of the whole child. The parents, students and teachers take pride in Wantirna Primary School being a school <i>for</i> and <i>of</i> the local community for over 100 years. The current enrolment of students is drawn from Wantirna and surrounding suburbs. Currently the enrolment is 100 students with an SFO Index of 0.41 and an SFOE Index of 0.33. Class sizes remain well below DET guidelines and this has led to many parents choosing Wantirna Primary School for its reputation of providing a more individualized education.</p> <p>The school is an integral part of the Knox Network of schools with an increasing emphasis on the ongoing connections with local primary schools to promote shared professional learning across all schools. Existing links with Wantirna College have been encouraged with regular transition programs the ability of the College to share facilities. A focus will be to further strengthen the relationships with the neighbouring preschools and child care centres in order to promote Wantirna Primary as the school of choice.</p> <p>Our ample school site consists of two collaborative permanent learning spaces F-2 and 3-6. There is also a staffroom, multi-purpose room, OSHC facilities, a Library and adjoining classroom space which houses our Languages program. Our Visual Arts room is located in the historic original school house. The outdoor facilities include netball and basketball courts, cricket nets, an oval bordered by a running track, three adventure playgrounds, a vegetable garden and chicken enclosure. Additional programs include a Junior and Senior Swimming Program, Senior Camping Program, a School Production, Instrumental Music, Chess, After School Chinese Language Program and Sports Coaching.</p> <p>Wantirna Primary School appreciates the contributions of our dedicated teachers and the support of our Administration staff, Education Support staff, Chaplain and Student Support Services. There is a blend of staff experience with teachers from all classification levels. Staff assume many additional responsibilities as there are currently no leadership positions apart from the principal.</p> <p>We offer specialist programs in Spanish, Visual Arts and Physical Education with classroom teachers delivering Library, PMP and the Performing Arts curriculum. During the period of the previous Strategic Plan, the school initiated a BYOD 1:1 iPad program for students from Years 1-6. This technology is incorporated across the curriculum supporting students in Literacy, Numeracy and is used as a research tool for the Inquiry Approach. Students also access a small bank of netbook computers which are housed in the Junior and Senior areas of the school respectively. The curriculum is also enhanced with the use of interactive whiteboards in all classrooms.</p> <p>Students at Wantirna Primary School are encouraged with a range of leadership opportunities as they move from Foundation to Year 6. This includes the Junior School Council, Sustainability Initiatives as well as the Year 6 Leadership program.</p> <p>We are committed to working in partnership with our school community who has active involvement in developing and supporting our vision and goals. An enthusiastic and hard working parent body contribute to Wantirna Primary School through participation in School Council, involvement in our Parents and Friends Network and support on excursions, in school programs and whole school events including Literacy and Numeracy classroom support and the Perceptual Motor Program.</p>
<p><b>Service Standards</b></p>	<p>Wantirna Primary School is an engaging and stimulating learning environment where students are challenged and supported to achieve their full potential. Our community proudly demonstrates our CARE values of Compassion, Achievement, Respect and Engagement. We provide a high quality, comprehensive educational program which encourages a culture of social responsibility, resilience and tolerance. Through exemplary teaching practice, our school supports the development of the knowledge, skills and attitudes for success in our global community. Wantirna Primary School focuses on the provision of a high quality core curriculum in</p>

Literacy and Numeracy supported by an Inquiry Approach to learning. Staff at Wantirna Primary School are engaged in ongoing professional learning in order to improve outcomes for all students, by ensuring instruction is adapted to the individual needs of students and feedback is timely and targeted.

Students are supported to take responsibility for their own behaviour with the development of the class agreements to ensure their ownership of contributing to a safe, caring and supportive learning environment. Student voice is acknowledged and celebrated with the strong leadership programs offered throughout the school. Behaviour management strategies use restorative practices and parents and caregivers are closely involved with this process. Wantirna Primary School is committed to regular communication which is consistent and responsive to the needs of our community.

## Strategic Direction

	Goals	Targets	Key Improvement Strategies																																																								
<b>Achievement</b>	<p>To develop a consistent approach to the teaching and learning program</p> <p>To maximise the growth of all students in literacy and numeracy through the provision of a high quality inclusive curriculum</p> <p>To build a culture of ambition and achievement based on high expectations for all students</p>	<p>To increase the percentage of students in the top two bands in NAPLAN in the following domains</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Year Level</th> <th colspan="2">Percentage of students in the top two bands</th> </tr> <tr> <td></td> <td></td> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>Year 3</td> <td>46.7%</td> <td>&gt;60%</td> </tr> <tr> <td>Spelling</td> <td>Year 3</td> <td>53.4%</td> <td>&gt;70%</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>16.7%</td> <td>&gt;30%</td> </tr> <tr> <td>Spelling</td> <td>Year 5</td> <td>41.7%</td> <td>&gt;60%</td> </tr> </tbody> </table> <p>To improve student results according to teacher judgement against AusVELS/Victorian Curriculum to indicate 12 months growth in Reading, Writing and Number &amp; Algebra</p> <p>The percentage of students at each year level, assessed by teachers to be at the expected level or beyond to be at least 5% or greater than the previous 3 year average</p> <table border="1"> <thead> <tr> <th>2015</th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>85%</td> <td>94%</td> <td>99%</td> </tr> <tr> <td>Year 1</td> <td>94%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Year 2</td> <td>97%</td> <td>97%</td> <td>98%</td> </tr> <tr> <td>Year 3</td> <td>94%</td> <td>89%</td> <td>94%</td> </tr> <tr> <td>Year 4</td> <td>94%</td> <td>86%</td> <td>94%</td> </tr> <tr> <td>Year 5</td> <td>94%</td> <td>94%</td> <td>94%</td> </tr> <tr> <td>Year 6</td> <td>85%</td> <td>81%</td> <td>84%</td> </tr> </tbody> </table> <p>To reduce the percentage of students achieving low relative growth in NAPLAN</p>	Domain	Year Level	Percentage of students in the top two bands				2015	2019	Writing	Year 3	46.7%	>60%	Spelling	Year 3	53.4%	>70%	Writing	Year 5	16.7%	>30%	Spelling	Year 5	41.7%	>60%	2015	Reading	Writing	Number	F	85%	94%	99%	Year 1	94%	96%	96%	Year 2	97%	97%	98%	Year 3	94%	89%	94%	Year 4	94%	86%	94%	Year 5	94%	94%	94%	Year 6	85%	81%	84%	<p>Provide professional development which builds teachers' capacity to implement a consistent approach to the teaching of Literacy and Numeracy in order to improve student outcomes</p> <p>Establish a consistent collection of student achievement data as per the whole school assessment schedule</p> <p>Build teachers' capacity to analyse data to inform the teaching and learning program</p> <p>Build teachers' capacity to use data to differentiate the curriculum to ensure teaching is directed to the point of need</p> <p>Provide professional development which builds teachers' capacity to align the teaching and learning program with the Victorian Curriculum</p>
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Low growth	2015
Reading	0%
Writing	50%
Numeracy	0%
Spelling	17%
Grammar & Punctuation	25%

To increase the percentage of students achieving high relative growth in NAPLAN

High growth	2015	2019
Reading	58%	>70%
Writing	25%	>50%
Numeracy	75%	>80%
Spelling	33%	>50%
Grammar & Punctuation	42%	>60%

For students to achieve at least one year's growth in SWST (Single Word Spelling Test)

	Nov 2015	Nov 2016
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

To increase the percentage of students achieving greater than one year's growth in PROBE Reading Assessment

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<b>Engagement</b>	<p>To develop a stimulating learning environment which challenges students in their learning and fosters high expectations</p> <p>To provide an engaging and student centred curriculum</p> <p>To incorporate meaningful opportunities for student voice</p>	<p>To increase the results in the ATSS in Learning Confidence, Stimulating Learning and Teacher Effectiveness to be at or above 4.50</p> <p>To improve the POS for Student Motivation and Social Skills to be above the 75<sup>th</sup> percentile</p> <p>To improve the results in the SOS for Trust in Students and Parents and Parent and Community Involvement to be above 50%</p>	<p>Design an Inquiry Based Approach to deepen students understanding and increase active involvement in learning</p> <p>Develop a strong instructional model and strategic approach across the school that supports consistent teaching practice</p> <p>Increase the level of parent participation in school based events</p> <p>Raise community awareness of and encourage involvement in student learning activities</p>																																										



			Enhance the opportunities for student led initiatives across the school
<b>Wellbeing</b>	To enhance the wellbeing of all students in the school	<p>To improve the results in the ATSS for Student Distress to be less than 5.00 and for Student Morale greater than 6.00</p> <p>To improve the results in the POS for Student Safety and Classroom Behaviour to be above the 75<sup>th</sup> percentile</p> <p>To improve the results in SOS for Shielding and Buffering to be above the 50<sup>th</sup> percentile</p> <p>To increase POS in Transitions to be at or above the 50<sup>th</sup> percentile</p>	<p>Effectively use Student Wellbeing data such as ATTS to address the learning needs of all students</p> <p>Review and continue to implement the 'Way To Go At Wantirna' Program at the beginning of each school year</p> <p>Implement the Tribes Program and reinforce the CARE values of the school throughout F-6.</p> <p>Employ an agreed whole school approach to student wellbeing to ensure a safe and secure learning environment</p> <p>Facilitate successful transitions from pre-school into the school, between year levels within the school, in particular from Year 2- 3 and from Year 6 to Secondary College.</p>
<b>Productivity</b>	<p>To increase the capacity of the school to function as a strategic organisation through planning, allocating and sharing resources to maximise a successful teaching and learning program.</p> <p>To engage key stakeholders in the school and wider community to develop the perception of Wantirna PS as the school of choice</p> <p>To develop a plan to improve the infrastructure and resources for ICT F-6</p>	<p>To increase the results in the SOS to be at or above 80% for Collective Efficacy, Academic Emphasis, Trust in Students and Parents, Parent and Community Involvement, Collective focus on Student Learning, Guaranteed and Viable Curriculum and Shielding and Buffering.</p> <p>To increase POS in School Improvement, Parent Input, Reporting, and General Satisfaction to be at or above the 50<sup>th</sup> percentile</p> <p>To raise the profile of the 'Fly Into Foundation Program' with the local preschools to enhance the Kinder-Foundation Transition</p>	<p>Use all resources effectively to target the school priorities</p> <p>Improve community involvement and parent input to increase awareness of the quality teaching and learning program</p> <p>Increase parent involvement in school improvement via School Council, Parent Surveys, Whole School Events, P/T Interviews etc</p> <p>Continue to review and implement the 'Fly Into Foundation' Transition Program to maximise the attendance of future students</p> <p>Develop an Early Learning Program which involves families and enables them to become familiar with the school prior to pre-school</p> <p>Provide structures and resources to implement the Excellence In Teaching and Learning Initiative</p> <p>Investigate support systems and funding opportunities to increase ICT capabilities at Wantirna PS</p>



## School Strategic Plan 2016- 2019: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Provide professional development which builds teacher capacity to implement a consistent approach to the teaching of Literacy and Numeracy in order to improve student outcomes</p> <p>Establish a consistent collection of student achievement data</p> <p>To improve teacher capacity to align the teaching and learning program with the Victorian Curriculum</p> <p>To use data to differentiate the curriculum to ensure teaching is directed to the point of need</p>	Year 1	<ul style="list-style-type: none"> <li>▪ To incorporate SWST (Spelling), PROBE (Reading) and DMT (Mathematics) into the assessment schedule in May and November</li> <li>▪ To engage staff in professional learning in order to use these diagnostic assessment tools to inform their teaching and learning program</li> <li>▪ To develop an agreed understanding of effective strategies for differentiating the curriculum</li> <li>▪ To involve staff in coaching and mentoring to reflect differentiation in their classroom planning</li> <li>▪ To provide opportunities for staff to align their planning documentation with the Victorian Curriculum</li> <li>▪ To ensure staff are supported to implement the initiatives in Reading (CAFÉ), Spelling (THRASS), Writing (Writer's Workshop) with the provision of professional learning, visits to other schools and coaching and mentoring</li> <li>▪ To continue to engage in Writing moderation practices with local schools</li> <li>▪ To explore opportunities within the Knox Network for sharing of expertise in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data on SWST, PROBE and DMT will be uploaded to the WPS spreadsheets at the end of each semester</li> <li>▪ Students will achieve greater than one year's growth in SWST (Single Word Spelling Test)</li> <li>▪ Students will achieve greater than one year's growth in PROBE</li> <li>▪ Students will achieve 10% growth in their raw score over one year in DMT Maths Assessment</li> <li>▪ Team meetings will show evidence of discussion interpreting data to inform the teaching and learning program</li> <li>▪ THRASS Spelling lessons will be implemented based on SWST data</li> <li>▪ Reading lessons will incorporate CAFÉ strategies and data obtained from the PROBE reading assessment</li> <li>▪ Individual classroom programs will show evidence of like and mixed ability groupings to cater for differentiation</li> <li>▪ Staff will participate in professional learning both as part of staff meetings, team meetings and individually in classrooms and via school visits</li> <li>▪ Curriculum Days will reflect a focus on planning to incorporate the Victorian Curriculum</li> <li>▪ Learning Intentions and Success Criteria will be included in Class Programs</li> <li>▪ Writing Moderation with local schools will occur at least once per semester</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ To develop an agreed upon whole school approach to the teaching of Mathematics</li> <li>▪ To provide professional learning to support the whole school approach to Mathematics</li> <li>▪ To develop documentation for the teaching of Numeracy in line with the Victorian Curriculum</li> <li>▪ To continue staff professional learning in the analysis of SWST, PROBE and DMT</li> <li>▪ To build upon THRASS resources to enable staff to effectively implement the program F-6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional Learning is incorporated into staff meetings</li> <li>▪ Curriculum Days target new initiatives and support staff to embed understanding.</li> <li>▪ THRASS lessons are being implemented based on SWST data</li> <li>▪ Data obtained through PROBE assessments is being used to target student needs in reading</li> <li>▪ Data obtained through DMT assessments is being used to target student needs in Mathematics</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continued development and implementation of 'best practice' educational programs evaluated annually with recommendations informing successive Annual Implementation Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ The implementation of 'best practice' educational programs in literacy and numeracy are clearly demonstrated in staff Performance and Development Plan and program planning documentation</li> <li>▪ Programs implemented and progression towards targets in student learning outcomes demonstrated</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Continued development and implementation of 'best practice' educational programs evaluated annually with recommendations informing successive Annual Implementation Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ The implementation of 'best practice' educational programs in literacy and numeracy are clearly demonstrated in staff Performance and Development Plan and program planning documentation</li> <li>▪ Programs implemented and progression towards targets in student learning</li> </ul>

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<p><b>Engagement</b></p> <p>To develop a stimulating learning environment which challenges students in their learning and fosters high expectations</p> <p>To provide an engaging and student centred curriculum</p> <p>To incorporate meaningful opportunities for student voice</p>	Year 1	<ul style="list-style-type: none"> <li>▪ To develop an Inquiry Approach which facilitates personalised learning and differentiation</li> <li>▪ To introduce a Student Leadership Training Day</li> <li>▪ To raise the profile of student leaders and provide opportunities for student led initiatives around the school</li> <li>▪ To improve the methods and consistency of home/school communication</li> <li>▪ To design a schedule of community events and learning expos which highlight student achievement</li> <li>▪ To include student collaborated rubrics for the Inquiry Units of work</li> <li>▪ To improve the use of ICT in the Inquiry Units of work</li> <li>▪ To provide professional development to staff in the writing of Performance and Development Plans</li> <li>▪ To develop the public acknowledgement of student achievement in the community via various means of communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff will demonstrate planning for Units of Inquiry which incorporate Key Concepts and Understandings and the Inquiry Structure</li> <li>▪ The Student Leadership Training Day will encourage initiatives led by the Year 6 students.</li> <li>▪ Implement changes to the structure of Reporting to parents with the introduction of a Parent Information Night in February, followed with a Parent/Teacher Interview at the end of Term 1. A mid-year Report at the end of Term 2, following with a Parent/Teacher interview in mid-Term 3. A final report to be issued at the end of Term 4.</li> <li>▪ Community events such as Twilight Sports, Harmony Day, Learning Expos and other celebrations of student achievement will be incorporated into the school calendar.</li> <li>▪ Results in ATTS for Classroom Behaviour and Learning Confidence will be a mean factor score above 4.00</li> <li>▪ The approval rate will be above 75 percentile in the Student Engagement Domain of the Parent Opinion Survey.</li> <li>▪ The results of the Staff Opinion Survey for Trust in Students and Parents 75% and Parent and Community Involvement, will be above 80%</li> <li>▪ Improved student leadership profile, student voice and student initiatives</li> <li>▪ Year 6 Graduation includes student participation/ideas</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continued development and implementation of programs evaluated annually with recommendations informing successive Annual Implementation Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs implemented and progression towards targets in student engagement outcomes achieved</li> </ul>
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<p><b>Wellbeing</b></p> <p>To enhance the wellbeing of all students in the school</p> <p>To employ an agreed whole school approach to student wellbeing to ensure a safe and secure learning environment</p>	Year 1	<ul style="list-style-type: none"> <li>▪ To implement the 'Way To Go At Wantina' program at the start of each year</li> <li>▪ To incorporate Tribes lessons and CARE values into the weekly classroom program</li> <li>▪ To design class agreements which are central to the expectations of all students</li> <li>▪ To design playground expectations which</li> </ul>	<ul style="list-style-type: none"> <li>▪ The classroom agreements will be on display in each classroom</li> <li>▪ Classroom weekly programs will incorporate one Tribes lesson per week with a defined focus</li> <li>▪ Consistent language will be demonstrated by all staff with relation to the Tribes Agreements and CARE values</li> </ul>

<p>To facilitate successful transitions from pre-school into the school, between year levels within the school, in particular from Year 2- 3 and to Secondary College.</p>		<ul style="list-style-type: none"> <li>are adhered to by staff and students</li> <li>Implement Yard Duty Incident Reports to monitor student behaviours</li> <li>To focus Wednesday Lunch Club on including students requiring assistance with social skills and/or behaviour modification and adult supervision during breaks</li> <li>IEPs are prepared and SSG Meetings provided for students on the PSD program as well as any identified as being required</li> <li>Increase the use of the CARE raffle tickets at assemblies</li> <li>Review the Student Award certificates template and focus of the content</li> <li>Develop a structure for all staff to complete the Inclusion Online Modules</li> </ul>	<ul style="list-style-type: none"> <li>Playground incidents will be reduced and patterns of behaviour identified and steps taken to ensure students re-enter the classroom calmly with restorative chats being consistently implemented</li> <li>Knox School Focused Youth Network Funding for lunchtime projects sees an increased engagement during break times</li> <li>SSG Meetings are scheduled for the first 3 weeks of each term and IEPs are prepared which specify SMART goals for the next 8- 10 weeks</li> <li>Staff Meeting Agendas will feature reminders for staff to use the CARE Raffle Tickets</li> <li>Team Meetings address ensuring the content of the Student of the Week Awards is reflective of the CARE Values, Tribes Agreements and specific academic achievements</li> <li>The Inclusion Online Modules will be completed.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>To continue to refine and develop the 'Way To Go At Wantirna' Program</li> <li>To develop documentation for the teaching of the Tribes Program F-6</li> <li>To develop a consistent approach to the implementation of classroom and playground expectations including the use of the restorative behaviours</li> <li>To review the use of the CARE raffle tickets at Assembly</li> <li>Monitor Yard Duty Incident Reports to ensure structures are in place to maximise student safe participation during recesses and lunchtimes.</li> <li>To continue with the structure of the SSG meetings termly and IEPs for identified students</li> <li>To develop additional ideas for Wednesday Lunch Club ie: Game On, Kids In The Kitchen and Think It, Build It, Shed for kids</li> </ul>	<ul style="list-style-type: none"> <li>Programs implemented and progression towards targets in student wellbeing outcomes achieved</li> </ul>
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<p><b>Productivity</b></p> <p>To increase the capacity of the school to function as a strategic organisation through planning, allocating and sharing resources to maximise a successful teaching and learning program.</p> <p>To engage key stakeholders in the school and wider community to develop the perception of Wantirna PS as the school of choice</p>	Year 1	<ul style="list-style-type: none"> <li>To design a marketing plan which incorporates new promotional materials, new signage and re-branding</li> <li>To raise the profile of Wantirna Primary School in the local community through the advertisement of school events in local newspapers etc.</li> <li>To update the website and other promotional materials with professional photographs</li> <li>To provide professional learning which</li> </ul>	<ul style="list-style-type: none"> <li>New signage, enrolment brochures, advertising boards and branding established</li> <li>At least one event per term will be featured in the local press</li> <li>The website will be refreshed with new photos and current information in Term 1 and updated at least fortnightly</li> <li>Professional Learning will be incorporated into fortnightly staff meetings as well as provision made</li> </ul>

To develop a plan to improve the infrastructure and resources for ICT F-6		<p>supports staff with the embedding of current Literacy initiatives of CAFÉ, Writers Workshop and THRASS.</p> <ul style="list-style-type: none"> <li>▪ To maintain the celebration of academic, sporting and cultural achievements different means of communication eg: Newsletter, Facebook, Local newspaper</li> <li>▪ To provide attractive and current displays of student work around the school</li> <li>▪ To have a Foundation enrolment equal to or greater to 15 students for 2017</li> <li>▪ To increase enrolments across the school by 5 %</li> </ul>	<p>during curriculum days with a focus on the current initiatives</p> <ul style="list-style-type: none"> <li>▪ The Facebook page to be updated with relevant events when required</li> <li>▪ An ES staff member is responsible for regularly changing displays of students work around the school</li> <li>▪ To improve the results in the Parent Opinion Survey for School Improvement and General Satisfaction to be above the 50<sup>th</sup> percentile</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ To investigate possible funding options to support the supplementation of the BYOD Program with netbook computers</li> <li>▪ To have a Foundation enrolment equal to or greater than 20 students</li> <li>▪ To develop an engaging and effective Early Learning Program to attract 3 y old interest</li> <li>▪ To source a range of grants which the school can access</li> <li>▪ To increase enrolments by at least 10 % across the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs implemented and progression towards annual targets in productivity outcomes achieved</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ To provide ongoing ICT infrastructure to support the BYOD program as well as other devices</li> <li>▪ To ensure a structured Professional Learning program is provided to support staff to embed new initiatives.</li> <li>▪ To continue to develop a positive perception of Wantima Primary School in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs implemented and progression towards annual targets in productivity outcomes achieved</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ To provide ongoing ICT infrastructure to support the BYOD program as well as other devices</li> <li>▪ To ensure a structured Professional Learning program is provided to support staff to embed new initiatives.</li> <li>▪ To continue to develop a positive perception of Wantima Primary School in the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs implemented and progression towards annual targets in productivity outcomes achieved</li> </ul>