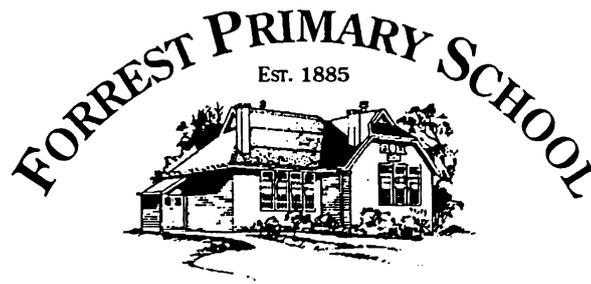


Forrest PS - No 2708 School Strategic Plan 2015-2018



INCRPORATING
Forrest Pre-School Inc.
Forrest After School Care
Forrest Family Day Care

ENDORSEMENT

Endorsement by School Principal	SIGNED.....  NAME DARRYL HARTY DATE.....16/3/15.....
Endorsement by School Council	SIGNED.....  NAME KIM COULTER DATE.....16/3/15..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	SIGNED..... NAME DATE.....

School Profile

<p>Purpose</p>	<p>At Forrest Primary School, we aim to provide a challenging, engaging and safe environment that supports each student to reach their full potential so they acquire the complete set of skills required to become responsible, happy and effective learners in the 21st Century.</p>
<p>Values</p>	<p>Lifelong Learning – a desire to learn and achieve Truthfulness – truthful and honest communication at all times Personal – Best – try hard, pursue your goals Care and Compassion – care for self and others Mutual respect – respecting others and their differences. Respect for the environment. Cooperation and Team work – supporting each other and working together Resilience – being persistent, confident and independent learners</p>
<p>Environmental Context</p>	<p>Social and Demographic Forrest is a true learning community with maternal health, occasional care, family day care, after school care, active after school care, preschool and primary school all operating from the centre’s complex. This sense of community provides a strong educational partnership between students, teachers and parents and helps create a supportive and friendly learning environment.</p> <ul style="list-style-type: none"> • The school has maintained enrolment figures of approximately 35 students for the last few years. • Prep enrolment intake in 2014 was the largest for a number of years. • In 2014, the staffing profile has 3.5 EFT including the principal and 1.1 Support Staff with enrolments at 38 pupils (F – 6). • In 2014, all ongoing staff members are presently on family leave and there is an acting principal and two short term contract teachers in the teaching positions. • In 2014, 38% of our families received the Educational Maintenance Allowance. • The Student Family Occupation is currently at 0.4274. • Fifty per cent of our students live in the township of Forrest and the remaining students are transported from the outlying areas of Barwon Downs, Yeodene and Gerangamete by school bus. <p>Educational</p> <ul style="list-style-type: none"> • At present, the school is organised into two classrooms – P to 2 and Years 3 -6. • The school fully implements the Quick Vic Reporting platform to enhance teacher understanding and confidence in using the AusVELS Curriculum for the planning of teaching and assessment of learning.

	<ul style="list-style-type: none"> • The school has undertaken some work in relation to coaching and will continue to build on this work. • The school has a strong focus on student wellbeing and safety with staff working through student management issues in a positive manner using a restorative practices approach. • Work within the Colac/Corangamite Network remains robust, through staff involvement in the CARS and Science Specialist networks and through the Principal’s attendance at all Regional and Network briefings. • As part of the Science Specialist Funding, we will have access to a Science Specialist (0.25) in 2014/15. <p>Technological</p> <ul style="list-style-type: none"> • Teaching staff have access to notebook computers and each student has access to a laptop computer at school. • Interactive Whiteboards are utilised readily in both classrooms. • A Polycom system is installed in the school, which facilitates remote learning opportunities. • The school accesses 3.8 hours of technical support a fortnight. • Ongoing and strategic resourcing of ICT needs to be maintained to ensure that staff and students have access to the latest technology. <p>Environmental – Grounds and Facilities</p> <ul style="list-style-type: none"> • There is an extensive range of play spaces for children with an oval that provides space for football and cricket, along with several hard court areas. • The school also has an established vegetable garden within the school grounds, including an outdoor kitchen and camp cooking area. • A casual garden/maintenance person is employed, but there is strong community commitment to the upkeep and development of the grounds and gardens with school working bees regularly initiated and well attended. • The new carpark and entrance/bike shelter was completed using local sponsorship and funding from the Forrest and District Community Group. • Signage incorporating a school slogan is a planned future project of the centre.
<p>Service Standards</p>	<ul style="list-style-type: none"> • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • Teachers will aim to promote personalized growth while valuing diversity. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p>Student Achievement</p>	<p>To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing and spelling and all strands of mathematics.</p>	<p>Increasing the percentage of students performing above the expected AusVELS levels:</p> <p>Reading: Improve the 2014 achievement of 45% to 55% by 2018.</p> <p>Writing : Improve the 2014 achievement of 40% to 50% by 2018.</p> <p>Number: Improve the 2014 achievement of 55% to 65% by 2018.</p> <p>Measurement Geometry: Improve the 2014 achievement of 50% to 60% by 2018.</p> <p>Statistics and Probability: Improve the 2014 achievement of 35% to 50% by 2018.</p> <p>Maintaining the percentage of students achieving in the top two NAPLAN bands in years 3&5, in all domains: equal to or greater than 60%.</p> <p>English Online Interview: Improve F-2 Student achievement from 2014-2018: Year 2 achievements in Reading:</p> <ul style="list-style-type: none"> • 40% Achieving 'Towards Level 3' <p>Year 2 achievements in Speaking & Listening</p> <ul style="list-style-type: none"> • 40% Achieving 'Towards Level 3' 	<ul style="list-style-type: none"> • Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback. • Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a personalised curriculum that supports and adds value to the learning of every student.

**Ensure Acer PAT End of year SCALE Scores :
>75% of students performing above the Norm
Referenced Median by Year level**

PAT Comprehension Median Scores		
Year	Norm Referenced Median	% above median (End of 2014)
2	103	75%
3	112	80%
4	120	75%
5	126	100%
6	129	71%
PAT Vocabulary Median Scores		
Year	Norm Referenced	% above median
2	107	n/a
3	107	n/a
4	112	n/a
5	118	57%
6	125	43%
PAT Grammar and Punctuation Median Scores		
Year	Norm Referenced	% above median
2		
3	115	75%
4	123	67%
5	128	100%
6	131	71%
PAT Maths Median Scores		
Year	Norm Referenced	% above median
2	34	86%
3	48	40%
4	54	75%
5	60	75%
6	63	71%

	Goals	Targets	Key Improvement Strategies
<p>Student Engagement</p>	<p>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</p>	<p>Based on 2014 benchmarks improve or sustain Attitudes to School survey means for Teaching and Learning variables:</p> <ul style="list-style-type: none"> • Increase the ‘Stimulating Learning’ Variable from the 2nd to the 3rd quartile or above by 2018. • Maintain or increase the ‘Student Morale’ variable from the 3rd to the 4th quartile by 2018. <p>Benchmark in 2015 a school developed survey F-6 in student perception of their engagement in their learning.</p> <ul style="list-style-type: none"> • Improve over the period of the Strategic Plan. <p>Improved attendance rates for unexplained absences per student to:</p> <ul style="list-style-type: none"> • Below 9.5 days in 2015 • Below 9.0 days in 2016 • Below 8.5 days in 2017 • Below 8.0 days in 2018 	<ul style="list-style-type: none"> • Build opportunities for increased student voice and ownership of their own learning. • Embed the use of e learning across and between all learning levels using both existing and new technologies. • Fully utilise the resources available in the school environment and broader school community to further engage students in authentic learning experiences.

	Goals	Targets	Key Improvement Strategies
Student Wellbeing	To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.	<p>Based on 2014 benchmarks improve or sustain staff opinion survey in the areas of:</p> <ul style="list-style-type: none"> • parent and community involvement (603) • shielding and buffering (599). <p>Based on 2014 benchmarks improve or sustain parent survey variable means scores in the 4th quartile of:</p> <ul style="list-style-type: none"> • peer connectedness (6.12) • student safety (6.10) • classroom behaviour (5.29) <p>Based on 2014 benchmarks improve the combined years 5 and 6 Attitudes to School Survey variable means scores into the 3rd or 4th quartiles of:</p> <ul style="list-style-type: none"> • Peer connectedness (48%) • Classroom behaviour (37%) 	<ul style="list-style-type: none"> • Review and refine current school programs and processes designed to enhance student wellbeing. • Further develop the positive relationships and communication strategies to enhance both home/school partnerships and those with the local and global community. • Further build student voice to enhance individual student self-acceptance and resilience.

	Goals	Targets	Key Improvement Strategies
Productivity	To optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.	<p>Maintain the Staff Opinion Survey in the 67th percentile block in the area of:</p> <ul style="list-style-type: none"> • School Level support component (643) <p>Maintain the 2014 Parent Opinion Survey mean scores in the areas of:</p> <ul style="list-style-type: none"> • School improvement (5.88) • General satisfaction (6.5) <p>Improvement in student achievement data (refer student achievement targets above).</p> <ul style="list-style-type: none"> • Establish domain based surveys on effective use of resources. <p>Ensure an effective Program Budget is in place.</p> <p>Develop a School council survey which identifies:</p> <ol style="list-style-type: none"> (1) the how well the budget has been met (2) How effective the budget was on achieving positive outcomes for students. 	<ul style="list-style-type: none"> • Manage and align resource allocation according to school goals and priorities and identified student needs.

SCHOOL STRATEGIC PLANNER 2015- 2018: INDICATIVE PLANNER

<u>Student Achievement :</u>			
To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing and spelling and all strands of mathematics.			
Key Improvement Strategies	Year	Actions	Achievement Milestones
<p><u>STUDENT ACHIEVEMENT</u></p> <p>1. Build teacher capacity to improve student learning outcomes through embedded professional learning utilising internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback.</p>	2015	<ul style="list-style-type: none"> Plan and document a weekly PLT program. Establish formal relationships with schools in the SW Barwon Region to foster an effective / collaborative PLT Program Identify and implement a Professional Development Plan for staff that is commensurate with the school's strategic goals. Investigate how other Schools Implement AusVELS and (based on evidence) and adopt new programs / strategies that are commensurate with FPS strategic direction. Establish the E5 model for Science Learning across the school. With assistance from Science Specialists, investigate how the Primary Connections literacy based Science Program may be integrated into the wider curriculum. Establish the process and intent of peer reviews and schedule peer reviews for all teachers across the year. 	<ul style="list-style-type: none"> PLT program documented at the beginning of each term. Relationships developed with specific schools in our region. At least one PLT per term completed with external schools. School Professional Development Plan Complete Staff completed scheduled PD and incorporated new knowledge / skills to effect student learning. Complete documentation of FPS numeracy program based on evidence based best practice. Developing Best practice in writing as reflected in documented programs and improved data. Science Program established and timetabled. Monthly engagement in PD, including the evaluation of programs. Documented evidence to support the integration of the Science program across the wider curriculum. Peer review processes established and 2 x Peer reviews completed per term in each classroom.

	2016	<ul style="list-style-type: none"> • Review Plan and document a weekly PLT program. • Build upon established relationships with regional schools to schedule shared PLT over the school year. • Review the PD plan for staff based on strategic goals and update the 2016 PD Plan. • Develop professional relationships with schools that are implementing best practice for the delivery of AusVELS. • Whole school planning and Integration of the Primary Connections literacy based Science Program into the wider curriculum. • Focus on PLT Groups across Schools. Creation of smaller working groups. • Utilisation of technology to improve time efficiency for PLT. • Identify and adopt coaches for specific curriculum areas. • Adopt whole school IT based strategies to better manage student learning. • Evaluate best practice for peer reviews and modify processes to accommodate new knowledge / skills. 	<ul style="list-style-type: none"> • PLT program documented at the beginning of each term. • At least 2 PLT's completed with external schools each term. • 2016 PD Plan established and PD complete. Pedagogies modified to reflect new knowledge / skills. • Classroom Teachers are delivering Science Programs independently and integrating it across the wider curriculum. • Complete best practice evaluation of peer reviews and complete at least two review in each classroom based on best practice.
	2017	<ul style="list-style-type: none"> • Review Plan and document a weekly PLT program. • Imbed a shared PLT Program across schools. • Review the PD plan for staff based on strategic goals and update the 2017 PD Plan. • Evaluate FPS progress in relation to best practices in delivering AusVELS and seek further improvements by evaluating other best practice schools. • Evaluate the effectiveness of the Primary Connections Science Program to adequately deliver AusVELS Science outcomes for P-6. • Imbed the Peer Review Program across the school. • Seek to establish scheduled interschool peer-review / observation 	<ul style="list-style-type: none"> • PLT program documented at the beginning of each term. • External PLT Program, reviewed and modified to suit shared needs. • 2017 PD Plan established and PD complete. Pedagogies modified to reflect new knowledge / skills. • Complete evaluation of PC Science Program. • Complete at least 2 x peer reviews per term in each classroom. • Complete peer reviews or observations at other schools.

	2018	<ul style="list-style-type: none"> • Review Plan and document a weekly PLT program. • Evaluate the inter-school PLT program • Evaluate FPS ability to effectively deliver quality outcomes across all of the AusVELS domains. • Review the PD plan for staff based on strategic goals and update the 2018 PD Plan. • Review the effectiveness of Staff PD over the period of the strategic plan specifically its effect on pedagogies, planning and student performance. • Further evaluate and modify the PC Science Program based on best practice and feedback from staff. • Evaluate the Peer Review Program within the school and review the success of interschool programs. 	<ul style="list-style-type: none"> • PLT program documented at the beginning of each term. • External PLT Program, reviewed and modified to suit shared needs. • 2018 PD Plan established and PD complete. Pedagogies modified to reflect new knowledge / skills. • Science Program evaluated and modified. • Peer review evaluation complete.
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Student Achievement :

To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing and spelling and all strands of mathematics.

Key Improvement Strategies	Year	Actions	Achievement Milestones
<p>Key Improvement Strategies</p> <p><u>STUDENT ACHIEVEMENT</u></p> <p>2. Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a personalised curriculum that supports and adds value to the learning of every student.</p>	<p>2015</p>	<ul style="list-style-type: none"> • Develop a whole of School IT strategy for 1:1 student use • Implement hardware strategy for IT. • Agree on software / platforms to be used at whole school level that is commensurate with evidence based best practice • Research best practice software / processes / systems for managing learning data. With particular focus on the acquisition of a learning management system that serves to manage curriculum planning, materials / resources, assessment, student data analysis and reporting. • Review the whole of the FPS student assessment plan based on best practice. • Review FPS practice of storing / accessing technology based learning resources • Review FPS processes for curriculum documentation. • Review of FPS curriculum documentation for Writing and Numeracy, with recommendations made • Schedule school based PLT whereby teachers present student learning data and explain how they have responded in their planning and changed pedagogies to meet student needs. • Develop a whole of school implementation strategy for students deemed 'At Risk'. 	<ul style="list-style-type: none"> • Whole IT strategy complete and implementation of year 1. • Documented strategy identifying the current technology / software to be imbedded at FPS and the related AusVELS outcomes. • Completion of best practice reviews of Moriac's practice software / processes / systems for managing learning data. • Complete an evaluation of reviews / literature of best practice software / processes / systems for managing learning data. • Review of learning resource storage / access complete and recommendations made. • Completed review of FPS curriculum documentation for Writing and Numeracy, with recommendations made. • 2 PLT's per term completed where teachers present and seek feedback in the way they use data to inform teaching and learning experiences. • Documentation complete for managing students at risk included in the Welfare Policy.
	<p>2016</p>	<ul style="list-style-type: none"> • Implement Year 2 of the IT Strategy. • Review IT Hardware for year 3 acquisition, including best practice based on common platforms. • Implement a planning / assessment / reporting system that meets the strategic needs of FPS . • School staff to undertake best practice PD in the use of data to inform teaching and learning. 	<ul style="list-style-type: none"> • Year 2 IT strategy Complete. • Review of IT hardware complete and recommendations made for 2017 acquisition. • New planning / assessment / reporting system installed and operational • Staff completed PD on effective use of Data in the classroom.

		<ul style="list-style-type: none"> • Schedule school based PLT whereby teachers present student learning data using the 'new' planning / assessment / reporting system. • Develop and implement a strategy for storing and accessing technology based learning resources at FPS. • Develop a common platform for curriculum / planning documentation. • Complete whole of school curriculum documentation for numeracy and writing. • Review whole of school curriculum for Reading / Speaking and listening, and make changes based on best practice. • Implement the whole of school implementation strategy for students deemed 'At Risk.' 	<ul style="list-style-type: none"> • 2 PLT's per term completed where teachers present and seek feedback in the way they use data (based on the new system) to inform teaching and learning experiences. • Strategy for storing and accessing technology based resources implemented. • Documented and implemented curriculum and planning processes. • Numeracy and Writing documentation complete. • Reading / Speaking and listening review complete • Documentation of new Speaking and Listening and Reading documentation complete. • Student ' At Risk' strategy implemented
	2017	<ul style="list-style-type: none"> • Purchase and Install new hardware / systems based on 2016 review. • Purchase and install software based on 2016 review. • Undertake any necessary PD that supports teachers / students to effectively utilise new hardware / software that supports student learning. • Review the new planning / assessment / reporting system installed in 2016 and make changes where necessary to further improve productivity and improve learning outcomes for students. • Review school based PLT whereby teachers present student learning data using the 'new' planning / assessment / reporting system. • Embed the systems for managing learning resources and documentation of curriculum. • Review and complete the documentation of whole school 'Humanities', Science and the thinking curriculum. 	<ul style="list-style-type: none"> • Acquisition of Hardware Complete • Software installation and PD complete • Review of new planning / assessment / reporting system complete and recommendations made and enacted. • Review of PLT process complete and changes made based on recommendations. • Learning Resource management review complete and recommendations made and enacted. • Review and documentation of humanities, science and thinking curriculum complete.
	2018	<ul style="list-style-type: none"> • Review / evaluate new hardware / systems / software installed in 2017.. • Review / evaluate and update PD that supports teachers / students to effectively utilise new hardware / software that 	<ul style="list-style-type: none"> • Hardware / software reviews complete • Evaluation of PD complete • Evaluation of planning / assessment / reporting system complete

		<p>supports student learning.</p> <ul style="list-style-type: none"> • Evaluate the new planning / assessment / reporting system installed in 2016 and make changes where necessary to further improve productivity and improve learning outcomes for students. • Evaluate the school based PLT whereby teachers present student learning data using the 'new' planning / assessment / reporting system. • Evaluate the systems for managing learning resources and documentation of curriculum. • Undertake / Participate in a school review. 	<ul style="list-style-type: none"> • Evaluation of PLT processes complete • Evaluation of Learning resource management complete • Evaluation of Curriculum documentation complete. • School Review Complete.
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Student Engagement:

To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

Key Improvement Strategies	Year	Actions	Achievement Milestones
<p><u>STUDENT ENGAGEMENT</u></p> <p>1. Build opportunities for increased student voice and ownership of their own learning.</p>	<p>2015</p>	<ul style="list-style-type: none"> • Develop processes for the formation of a Student School Council • Research methods and best practice whereby advanced students are able to engage in negotiated self-paced learning. Begin implementation. • Develop processes whereby students can negotiate topics / themes based on group / personal preferences. Begin implementation. • Develop processes for students to ‘own’ and manage their own learning data. Assist students to actively reflect and continually set goals based on a range of success criteria. • Investigate and experiment methods of displaying student learning achievements graphically inside the school’s learning environments. • Investigate opportunities for all students to develop leadership skills at FPS. 	<ul style="list-style-type: none"> • Completed a role and charter for a Student School Council • Completed research and begin developing formal processes for student led learning. • Completed processes and IT solution for students to manage their own data. • Student Learning Data displayed in classrooms • Plan developed for student leadership program across the school.
	<p>2016</p>	<ul style="list-style-type: none"> • Implement a Student School Council • Document processes for advanced students to engage in negotiated self-paced learning. Continue implementation • Document processes / resources / curriculum documentation for children to negotiate topics / themes for their work. • Document and implement processes for students to record and own all of their own learning data. • Document processes for displaying student learning achievements graphically inside the school’s learning 	<ul style="list-style-type: none"> • Student School Council elected and active. • Processes documented for Student lead / negotiated self-paced learning. • Students are recording, reflecting on and presenting their own learning data. • Students are setting their own learning goals based on agreed criteria.

		<p>environments.</p> <ul style="list-style-type: none"> Investigate and implement a range of methods for students to display their learning. 	
	2017	<ul style="list-style-type: none"> Review the role of the Student School Council and make changes based on recommendations. Embed the process. Review negotiated self-paced learning and make changes based on recommendations Review processes for / resources / curriculum documentation for children to negotiate topics / themes for their work and make changes based on recommendations. Review and embed processes for students to record and own all of their own learning data. Review and embed processes for displaying student learning achievements graphically inside the school's learning environments. Review student methods of displaying and celebrating their learning. 	<p>Student Council active with adoption of recommendations.</p> <p>Student lead / negotiated self-paced learning documents with recommendations evidenced.</p> <p>Students records demonstrate reflecting on and presenting of their own learning data</p> <p>Students are setting their own learning goals based on agreed criteria in program planning evidenced.</p>
	2018	<ul style="list-style-type: none"> Evaluate the Student School Council process. Evaluate the negotiated self-paced learning process for advanced students. Evaluate processes for student negotiating topics / themes for their work. Evaluate processes for students to record and own all of their own learning data. Evaluate the display of student learning achievements graphically inside the school's learning environments. Evaluate how students are celebrating their learning. 	<p>Evaluative document on Student Council process evidenced.</p> <p>Evaluative document on student lead / negotiated self-paced learning documents evidenced.</p> <p>Evaluative document on students records demonstrate reflecting on and presenting of their own learning data evidenced.</p> <p>Evaluative document on students setting of their own learning goals based on agreed criteria in program planning evidenced.</p> <p>Evaluative document on ways students are celebrating their learning.</p>

Student Engagement:

To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

Key Improvement Strategies	Year	Actions	Achievement Milestones
2. Embed the use of e-learning across and between all learning levels using both existing and new technologies.	2015	<ul style="list-style-type: none"> Investigate and reflect on best practice use of technology to deliver the AusVELS and engage students. Experiment with new technology / tools for engaging the curriculum in all school learning environments. Investigate and experiment with the use of technology to provide opportunities for students to engage in collaborative learning / sharing both inside and outside FPS. In collaboration with the Student Achievement strategies, review current and new software that supports a differentiated learning environment. 	<ul style="list-style-type: none"> Document an e-learning plan based on research and best practice. Begin to implement / experiment with recommended e-learning strategies.
	2016	<ul style="list-style-type: none"> Implement Technology based learning strategies in response to evidence based best practice Use technology to provide more opportunities for students to engage in collaborative learning / sharing. Implement best practice technologies that provide opportunities for students to engage in collaborative learning / sharing both inside and outside FPS. Embed current and new software that supports a differentiated learning environment. 	<ul style="list-style-type: none"> Complete the implementation of the e-Learning plan. Internal PLT's completed to discuss and review the success of the e-learning plan.
	2017	<ul style="list-style-type: none"> Review implemented technology based learning strategies and modify programs based on findings / recommendations. Embed best practice technologies that provide opportunities for students to engage in collaborative learning / sharing both inside and outside FPS. Embed current and new software that supports a differentiated learning environment 	<ul style="list-style-type: none"> E-Learning Plan document with recommendations evidenced.
	2018	<ul style="list-style-type: none"> Evaluate whole school technology based learning strategies and modify programs based on findings / recommendations. Evaluate best practice technologies that provide opportunities 	<ul style="list-style-type: none"> Whole school technology evaluation as part of school's self-evaluation plan evidenced.

		<p>for students to engage in collaborative learning / sharing both inside and outside FPS.</p> <ul style="list-style-type: none"> Evaluate current and new software that supports a differentiated learning environment 	
<p><u>Student Engagement:</u></p> <p>To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.</p>			
Key Improvement Strategies	Year	Actions	Achievement Milestones
<p>3. Fully utilise the resources available in the school environment and broader school community to further engage students in authentic learning experiences.</p>	2015	<ul style="list-style-type: none"> Create a 4 year plan to continue annual collaborative community projects (Term 3) that engages a broad section of our community. Continue to work closely with Pre-school – Year 2 students to support the ‘Forrest Goes Bush’ program and explore further opportunities to collaborate across these year levels. Implement the 2015 annual collaborative community project. Seek interest from community members to share their expertise to enhance student learning experiences. Develop a long term strategy for the development of a school based community garden and begin implementation. Continue to work with the Forrest and District Community House to engage in programs. Work with the school community to develop a school emblem and motto. Investigate and experiment with opportunities to celebrate / demonstrate student learning, through technology, newsletters and other means. Work with the community to provide opportunities for classroom helpers. 	<ul style="list-style-type: none"> School Community consultation complete Sourced funding for Community Arts Project. Term 3 community Arts Project implemented Developed relationships with the Forrest Guest House and the Forrest and District Community House to trade cooking and gardening skills for FPS produce. FPS to be included in strategic planning for the Forrest and District Community House. Complete the structural design of the school garden to be implemented over a 5 year period. Stage one of the school garden complete. School emblem and logo complete
	2016	<ul style="list-style-type: none"> Plan and Implement the 2016 Term 3 collaborative project Strategically plan for community member (local expertise) involvement when developing Units of Work. Implement Year 2 of the School based community garden program Embed a variety of means for students to celebrate and 	<ul style="list-style-type: none"> Sourced funding for Community Arts Projects Term 3 community Arts Project implemented Stage 2 of Community Garden complete. Student learning data evident in a variety of mediums.

		<p>demonstrate student learning.</p> <ul style="list-style-type: none"> • Embed a classroom helper program in the P-2 Class 	<ul style="list-style-type: none"> • Classroom helpers working regularly in the P-2 classroom.
	2017	<ul style="list-style-type: none"> • Plan and Implement the 2017 Term 3 collaborative project • Implement Year 3 of the School based community garden program • Review the Classroom Helper program 	<ul style="list-style-type: none"> • 2017 Term 3 community Arts Project implemented. • Stage 3 of Community Garden complete. • Student learning data evident in a variety of mediums. • Classroom Helper Program Review completed and presented to school council.
	2018	<ul style="list-style-type: none"> • Plan and Implement the 2018 Term 3 collaborative project • Evaluate all community projects. • Implement Year 4 of the School based community garden program • Evaluate the Classroom Helper program 	<ul style="list-style-type: none"> • 2018 Term 3 community Arts Project implemented. • Stage 4 of Community Garden complete. • Student learning data evident in a variety of mediums. • Classroom Helper Program Plan for 2018 completed.

Student Wellbeing

To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.

Key Improvement Strategies	Year	Actions	Achievement Milestones
1. Review and refine current school programs and processes designed to enhance student wellbeing.	2015	<ul style="list-style-type: none"> • Develop a whole of school community approach to the Wellbeing Policy (Pre-School to Year 6) • Develop a schedule to deliver the Program Achieve / You Can Do It program over a three year period. Investigate how this may also be extended to the Pre-School. • Deliver Year 1 of the Program Achieve / You Can Do It program • Employ a Wellbeing Worker for a period of 2 + 2 = 4 years focussing the whole learning community. <ul style="list-style-type: none"> ○ Strategy to address student absence. ○ Support for students with identified welfare issues ○ Support community based programs, such as community garden, youth program, • Integrate the Wellbeing Worker into the FPS Setting 	<ul style="list-style-type: none"> • Draft Wellbeing Policy complete • Program Achieve schedule complete and year one implemented • Wellbeing Worker employed and integrated into the school.
	2016	<ul style="list-style-type: none"> • Complete documentation of the Welfare Policy • Deliver Year 2 of the Program Achieve / You Can Do It program • Embed / Review programs + processes for the Wellbeing Worker. • Apply for the second two years of funding for the Wellbeing Worker. 	<ul style="list-style-type: none"> • Welfare Policy documentation complete and procedural documentation relayed / discussed during PLT's. • Program Achieve schedule complete and Year 2 implemented • Wellbeing Worker funding application complete.

	2017	<ul style="list-style-type: none"> • Deliver Year 3 of the Program Achieve / You Can Do It program 	<ul style="list-style-type: none"> • Program Achieve schedule complete and Year 3 implemented
	2018	<ul style="list-style-type: none"> • Deliver Year 4 of the Program Achieve / You Can Do It program • Evaluate the Program Achieve / You Can Do It program 	<ul style="list-style-type: none"> • Program Achieve schedule complete and Year 4 implemented. • Program Achieve Evaluation documented as part of school's self-evaluation plan.

Student Wellbeing

To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.

Key Improvement Strategies	Years	Actions	Achievement Milestones
<p>2. Further develop the positive relationships and communication strategies to enhance both home/school partnerships and those with the local and global community</p>	2015	<ul style="list-style-type: none"> • Implement Konnective App as a means to communicate with parents • Embed the detailed weekly newsletter reports, with increased participation by students. • Embed annual Parent Information Nights at the beginning of each year. • Trial extending Parent Teacher Interviews to a 20 – 30 minute three way conference. • Investigate the use of Technology to better share learning data with parents • Review and improve the reporting platform for parents. 	<ul style="list-style-type: none"> • Konnective App installed and used within our learning community. • Newsletters containing student input. • Parent Interview Trial Complete. • Review of Reporting Platforms complete.
	2016	<ul style="list-style-type: none"> • Review and embed Parent Teacher Interviews as a 20 – 30 minute three way conference. • Use and embed technologies to better share learning data with parents 	<ul style="list-style-type: none"> • Reporting Platform agreed upon and installed, including training for staff.
	2017	<ul style="list-style-type: none"> • Embed processes for student use of technology to share learning data. 	<ul style="list-style-type: none"> • Ongoing monitoring of home/school partnerships – sharing of learning data.
	2018	<ul style="list-style-type: none"> • Evaluate the use of technology for sharing learning data. 	<ul style="list-style-type: none"> • Documented report on the use of technology for the sharing of learning data.

<u>Student Wellbeing</u>			
To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.			
Key Improvement Strategies	Years	Key Improvement Strategies	Key Improvement Strategies
3. Further build student voice to enhance individual student self-acceptance and resilience.	2015	<ul style="list-style-type: none"> • Begin implementation of Program Achieve • Complete the implementation of Habits of Mind • Work with Wellbeing Worker to develop programs / strategies / interventions to assist children to enhance their self-acceptance and resilience. 	<ul style="list-style-type: none"> • Year one Program Achieve implemented • Habits of mind stage one programs delivered • Specific program identified and documented for delivery in 2016
	2016	<ul style="list-style-type: none"> • Research opportunities for students to acquire / refine their social / emotional skills outside the school setting. • Deliver specific programs that assist children to enhance their self-acceptance and resilience. • Program Achieve Year 2 	<ul style="list-style-type: none"> • Year Two Program Achieve implemented
	2017	<ul style="list-style-type: none"> • Program Achieve Year 3 	<ul style="list-style-type: none"> • Year Three Program Achieve implemented
	2018	<ul style="list-style-type: none"> • Program Achieve Year 4 	<ul style="list-style-type: none"> • Year Four Program Achieve implemented

Productivity

To optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.

Key Improvement Strategies	Year	Actions	Achievement Milestones
<ul style="list-style-type: none"> Manage and align resource allocation according to school goals and priorities and identified student needs. 	2015	<ul style="list-style-type: none"> Ensure the AIP is aligned with the Strategic Plan. Ensure Budget allocations are commensurate with the FPS Strategic Plan, specifically the current year’s Annual Implementation Plan Ensure Staff P&D plans are aligned with the AIP Ensure that all professional learning is aligned with Staff P&D and the strategic goals imbedded in the AIP. Document the Induction Process for new staff members Develop a program to maximise the usage of the Wellbeing Worker to meet FPS strategic goals. Schedule a review of school policies (cyclic). 	<ul style="list-style-type: none"> Completed AIP directly linked to the strategic plan. Completed P&D plans with direct links to the strategic plan. Professional Learning plan complete. Induction process complete. Wellbeing worker integration complete. Documentation of Program Budget reviews and budgeting policies. Completed school policy review and endorsement of revised policies.
	2016	<ul style="list-style-type: none"> Schedule a review of school policies (cyclic). 	<ul style="list-style-type: none"> Completed school policy review and endorsement of revised policies.
	2017	<ul style="list-style-type: none"> Schedule a review of school policies (cyclic). 	<ul style="list-style-type: none"> Completed school policy review and endorsement of revised policies.
	2018	<ul style="list-style-type: none"> Schedule a review of school policies (cyclic). Prepare Self Evaluation of School Performance Process. 	<ul style="list-style-type: none"> Completed school policy review and endorsement of revised policies. Documented Self Evaluation of School Performance Process.