School Strategic Plan for Bellbridge Primary School (School No: 5254) 2016-2019
## Endorsements

| Endorsement by School Principal | Signed……………………………………...  
|--------------------------------|--------------------------------------  
| Name Debbie Clancy             |                                       
| Date……………………………………...  |                                      |

| Endorsement by School Council  | Signed……………………………………...  
|--------------------------------|--------------------------------------  
| Name Ellisa Cole               |                                       
| Date……………………………………...  |                                      |

School Council President’s endorsement represents endorsement of School Strategic Plan by School Council

| Endorsement by the delegate of the Secretary | Signed……………………………………...  
|-----------------------------------------------|--------------------------------------  
| Name Gill Callister                          |                                       
| Date……………………………………...  |                                      |
**School Profile**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide a high quality education for all students which maximises outcomes in academic, social and emotional growth.</th>
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</thead>
</table>
| Values | **We value team work.**  
- Learn in partnership  
- Communicate effectively  
- Work cooperatively  
- Achieve together  
- Maintain a supportive environment  

**We aim and we achieve.**  
- Set meaningful goals  
- Encourage risk taking  
- Take pride in our achievements  
- Promote high expectations for all  
- Engage through rich experiences  

**We are all individuals.**  
- Recognise and value diversity  
- Build a positive sense of self  
- Nurture individual strengths  
- Cater to individual needs  
- Encourage every opportunity for growth  

**We are responsible citizens.**  
- Share our collective school vision  
- Encourage proactive community involvement  
- Take joint responsibility for learning  
- Develop a sense of pride and belonging  
- Build effective citizenship skills  

| Environmental Context | Bellbridge Primary School is located in the outer western suburb of Hoppers Crossing approximately 35km from the Melbourne CBD. The school is set in attractive, well maintained grounds that provide students with a variety of play and sporting areas including basketball courts, an oval and soccer field, as well as passive areas.  
The majority of the school buildings are approximately 30 years old and these are in very good condition. The BER program provided the school with an additional building that includes classrooms and meeting spaces. The school also has specialist facilities including an art room, library, performing arts, computer facilities and gymnasium.  
Although in very good condition, the school is at capacity due to continually growing enrolments. The school is well equipped with teaching resources and IT equipment.  
Enrolments have steadily increased in recent years, growing from 522 students in 2012 to the current enrolment of 645 students. The projected |
student numbers indicate this will increase to over 660 in 2016. Due to its reputation for high quality education, over 50% of these students travel from outside the school’s designated local neighbourhood area.

The socio-economic demographic had been relatively stable for many years; however, this has changed significantly recently with the SFO fluctuating from 0.573 in 2014, to 0.501 in 2015 and 0.585 in 2016. The proportion of LBOTE students has remained fairly consistent at between 25% - 30% of enrolment.

The school has experienced a significant increase in Program for Students with Disabilities (PSD) funded students, increasing from one enrolment in 2012, to 30 students in 2015, with projected PSD enrolment of 35 students in 2016 who are supported by individualised programs, facilitated by Education Support Officers.

The school has a staff of 64, which comprises a Leadership Team of 4 staff, 32 specialist and classroom teachers and 28 non-teaching staff (Business manager, office staff, Education Support Staff and maintenance staff).

The teaching staff are organised into Professional Learning Teams (PLTs), which are aligned to grade levels. These PLTs help to support a strategic and consistent approach to assessment, curriculum planning and personalised teaching and learning that focuses on individual student needs.

The school operates on a ‘distributed leadership’ model, where all staff are encouraged to seek leadership opportunities as Grade Leaders, PLT Leaders, Program Leaders, as well as acting leadership roles and professional learning experiences in leadership. This ensures a number of staff understand the various operations of the school. It is also designed to support effective succession planning.

The school is organised into single year level classes and also provides specialist classes in Art, Physical Education, Performing Arts and STEM (Science, Technology, Engineering and Mathematics).

Central to the school’s culture is a belief in active and supportive partnerships between the school and the home. The school is pro-active in developing partnerships between the teachers, the support staff, the parents and the students to help provide a caring, friendly and safe learning environment. The school has been recognised by the Victorian Government in the Achievement Program and as an Active Travel School.

The school has implemented the School-Wide Positive Behaviour Support (SWPBS) program in both classroom and non-classroom settings. As part of the SWPBS, the school has developed a matrix of explicit expected behaviours as a constant reference point for all members of the school community.

The school ensures that all students have effective programs in literacy and numeracy. All teachers maintain a commitment to a weekly program that includes a minimum of ten hours of literacy-focused learning and seven hours of mathematics-focused learning. The Education Support staff provide and support personalised learning for students with special needs and for students with a language background other than English. In addition a school-based Speech Pathologist is employed two days each week to work with selected students.

Since 2014 the school has operated a counselling program and due to a significant demand, this support was available one day a week in 2015 and will continue throughout 2016.

The school is highly committed to ensuring all students are competent in using technology in a productive and safe manner and has a well-planned and supported program to provide students with regular access to a range of ICT programs and tools. The school is certified as an eSmart School.
<table>
<thead>
<tr>
<th>Service Standards</th>
<th>General</th>
</tr>
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<tr>
<td></td>
<td>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</td>
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<td>• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</td>
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<td></td>
<td>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</td>
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<td></td>
<td>• All students will receive instruction that is adapted to their individual needs.</td>
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<td></td>
<td>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</td>
</tr>
<tr>
<td>Specific</td>
<td>• The school will respond to all communication by parents and caregivers within 2 working days.</td>
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<tr>
<td></td>
<td>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</td>
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<td></td>
<td>• Students will play an active part in the development and review of the school’s behaviour policies.</td>
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<td></td>
<td>• All teachers will provide timely and targeted feedback to students on their work.</td>
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</table>
Strategic Direction

Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.

Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

- **Improve the learning growth in English and Mathematics for every student.**

**TEACHER JUDGEMENT:** All students deemed capable will achieve 12 months growth in English and Mathematics within the academic year.

**NAPLAN:** All students deemed capable in Year 3 and Year 5, will achieve at or above state level in Reading, Writing and Numeracy.

All students deemed capable will achieve at least 2 bands growth in Reading, Writing and Numeracy.

**FOUNTAS & PINNELL:** All students deemed capable will achieve the minimum expectation.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
</tr>
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<tbody>
<tr>
<td>F &amp; P Level</td>
<td>C</td>
<td>I</td>
<td>M</td>
<td>P</td>
<td>S</td>
<td>V</td>
<td>Y</td>
</tr>
</tbody>
</table>

**MATHEMATICS:** All students deemed capable will achieve a minimum of an average stanine (4-6) in PAT Maths assessment that corresponds with their current year level.

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

Continue to develop and consolidate effective teaching practices in the delivery of English and Mathematics through targeted professional learning in our PLTs.
### Actions
Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.

### Success criteria
Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set.

#### Year 1
- Review the essential learnings in Number.
- Build on whole-school instructional model for teaching Reading.
- Develop an explicit vocabulary list for Mathematics.
- Build on consistent approaches to effective teaching strategies in Professional Learning Teams (PLTs).

  - By the end of term 3, a set of essential learnings will have been developed in team planners in Mathematics.
  - By the end of term 3, an audit of consistent school-based instructional practice will have been completed through Learning Walks that include teacher feedback.
  - By the end of term 3, tier 1 and tier 2 vocabulary will be included in Mathematics planners.
  - By the end of term 1, staff will complete Short-Form Leading Indicator Surveys (HRS Level 2 and Level 3) as a pre-test, with a follow up post-test at the end of term 3 for comparative analysis.
  - By the end of term 3, staff will complete school-based surveys, to evaluate the impact of PLTs on their teaching and learning.

#### Year 2
- Review the essential learnings in number and reading.
- Build on whole-school instructional model for teaching Mathematics and Reading.
- Develop an explicit vocabulary list for Reading and consolidate vocabulary lists in Number.
- Build on consistent approaches related to effective teaching and learning strategies in Professional Learning Teams (PLTs).

  - By the end of term 3, a set of essential learnings will have been developed in term planners in Reading and consolidated in Mathematics.
  - By the end of term 3, an audit of consistent school-based instructional models of teaching will have been completed through Learning Walks that include teacher feedback.
  - By the end of term 3, tier 1 and tier 2 vocabulary will be included in Reading planners and embedded in Mathematics planners.
  - By the end of term 1, staff will complete Short-Form Leading Indicator Surveys (HRS Level 2 and Level 3) as a pre-test, with a follow up post-test at the end of term 3 for comparative analysis.
  - By the end of term 3, staff will complete school-based surveys, to
<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
<th>By the end of term, outcomes</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>- Review the essential learnings in Number, Reading and Writing.</td>
<td>By the end of term 3, a set of essential learnings will have been developed in term planners</td>
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<td></td>
<td>- Build on whole-school instructional models for teaching in Mathematic.</td>
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<td>- Build on consistent approaches related to effective teaching and learning in Professional Learning Teams (PLTs).</td>
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<td>By the end of term 3, tier 1 and tier 2 vocabulary will be included in Writing planners and embedded in Mathematics and Reading planners.</td>
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<td>By the end of term 1, staff will complete Short-Form Leading Indicator Surveys (HRS Level 2 and Level 3) as a pre-test, with a follow up post-test at the end of term 3 for comparative analysis.</td>
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<td>By the end of term 3, staff will complete school-based surveys, to evaluate the impact of PLTs on their teaching and learning.</td>
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<tr>
<td>Year 4</td>
<td>- Continue to review the essential learnings in Number, Reading and Writing.</td>
<td>By the end of term 4, a set of essential learnings will have been developed in term planners in Reading, Writing and Mathematics.</td>
</tr>
<tr>
<td></td>
<td>- Refine whole-school instructional model for teaching Mathematic. Reading and Writing.</td>
<td>By the end of term 4, consistent school-based instructional models of teaching will have been implemented.</td>
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<tr>
<td></td>
<td>- Maintain an explicit vocabulary list for Number, Reading and Writing.</td>
<td>By the end of term 4, tier 1 and tier 2 vocabulary will be included in Reading, Writing and Mathematics planners.</td>
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<td>- Continue to build on consistent approaches related to effective teaching and learning strategies in Professional Learning Teams (PLTs).</td>
<td>By the end of term 1, staff will complete Short-Form Leading Indicator Surveys (HRS Level 2 and Level 3) as a pre-test, with a follow up post-test at the end of term 3 for comparative analysis.</td>
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**Engagement**

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students’ motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

**Goals**

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

| Improve and sustain student engagement in a positive, safe learning environment. |
| Maximise student attendance. |
| Ensure our transition program is viewed by the school community as a positive experience. |

**Targets**

Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

| All areas of our School Staff Survey will be in alignment with, or higher than, the results of ‘all primary schools’. |
| Students Attitude to Schools data re School Connectedness will be in alignment with or better than the state. |
| The average number of student absent days will be 12 or less, excluding ‘extended family holidays’. |
| School-based transition survey data will indicate parent satisfaction at 90% or above. |

**Key improvement strategies**

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

| Strategies based on the SWPBS program will be evident in all classroom and non-classroom settings. |
| Supportive transition processes will be maintained within and beyond the school. |
| Student attendance will be monitored and celebrated regularly. |

**Actions**

Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of success criteria.

**Success criteria**

Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring
| Year 1 | **Staff will participate in Professional Learning based on the School Wide Positive Behaviour Strategies (SWPBS).**  
**Transition teams (Kindergarten to Prep, Year 6 to Year 7) will be established and an action plan will be implemented.**  
**Staff will become familiar with guidelines in the Student Attendance Policy and actively promote and monitor student attendance in their classroom.**  
SWPBS team will present and reflect on data and strategies related to student behaviour at one dedicated staff meeting each term, as per the meeting schedule.  
At the end of Term 1, the School-Based Parent Opinion Survey will indicate a high level of parent satisfaction with transition processes.  
At the end of each term, individual and class attendance will be analysed and shared with the school community, e.g. through school newsletters, school webpage and weekly staff memo. |
| Year 2 | **Staff will participate in Professional Learning based on the School Wide Positive Behaviour Strategies (SWPBS) to maintain consistent approaches to behaviour management in classroom and non-classroom settings.**  
**Transition teams (Kindergarten to Prep, Year 6 to Year 7) will be established and an action plan will be implemented.**  
**Staff will review the guidelines in the Student Attendance Policy and actively promote and monitor student attendance in their classroom.**  
SWPBS team will present and reflect on data and strategies related to student behaviour at one dedicated staff meeting each term, as per the meeting schedule.  
At the end of Term 1, the School-Based Parent Opinion Survey will indicate a high level of parent satisfaction with transition processes.  
At the end of each term, individual and class attendance will be analysed and shared with the school community, e.g. through school newsletters, school webpage and weekly staff memo. |
| Year 3 | **Staff will participate in Professional Learning based on the School Wide Positive Behaviour Strategies (SWPBS) to maintain consistent approaches to behaviour management in classroom and non-classroom settings.**  
**Transition teams (Kindergarten to Prep, Year 6 to Year 7) will be established and an action plan will be implemented.**  
**Staff will review the guidelines in the Student Attendance Policy and actively promote and monitor student attendance in their classroom.**  
SWPBS team will present and reflect on data and strategies related to student behaviour at one dedicated staff meeting each term, as per the meeting schedule.  
At the end of Term 1, the School-Based Parent Opinion Survey will indicate a high level of parent satisfaction with transition processes.  
At the end of each term, individual and class attendance will be analysed and shared with the school community, e.g. through school newsletters, school webpage and weekly staff memo. |
| Year 4 | **Staff will participate in Professional Learning based on the School Wide Positive Behaviour Strategies (SWPBS) to maintain consistent approaches to behaviour management in classroom and non-classroom settings.**  
**Transition teams (Kindergarten to Prep, Year 6 to Year 7) will be established and an action plan will be implemented.**  
SWPBS team will present and reflect on data and strategies related to student behaviour at one dedicated staff meeting each term, as per the meeting schedule.  
At the end of Term 1, the School-Based Parent Opinion Survey will indicate a high level of parent satisfaction with transition processes. |
### Wellbeing

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

#### Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

- Maximise student wellbeing within and beyond the classroom.

#### Targets

Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.

- The results in the Student Attitudes to School Survey for Wellbeing in the area of Student Distress and Student Morale, will be in alignment with or better than the state.
- The Parent Opinion Survey data regarding Student Safety and Classroom Behaviour will be within the top quarter percentile against primary school means.
- 100% of teaching staff will know the Bellbridge Positive Behaviours (Be Safe, Be Respectful, Be Responsible, Be a Learner) and utilise the rewards system (bee hives and bee tokens).

#### Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.

- A consistent, school-wide approach to behaviour management will be consolidated and refined.
- Effective and engaging learning opportunities will be maintained across the school.
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<td>All staff will be trained in following General Procedures for Dealing with Problem Behaviours, outlined in the SWPBS folder, as part of the start of school year induction.</td>
<td>During SWPBS staff meeting each term, teachers will reflect on the frequency of major and minor incidents that have occurred within their learning space.</td>
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<td>Staff will develop shared understandings and expectations related to the elements of an effective learning environment that supports a safe and orderly environment.</td>
<td>Observation sheets will be completed by members of the Leadership Team and feedback given to staff through the Performance Review Process in July and November each year.</td>
</tr>
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<td></td>
<td>Learnings Walks will be implemented as a means of monitoring the development and maintenance of effective classroom environments.</td>
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### Year 4

- All staff will be trained in following General Procedures for Dealing with Problem Behaviours, outlined in the SWPBS folder as part of the start of school year induction.
- Staff will review shared understandings and expectations related to the elements of an effective learning environment that supports a safe and orderly environment.
- Learnings Walks will continue to be implemented as a means of monitoring the development and maintenance of effective classroom environments.

During SWPBS staff meeting each term, teachers will reflect on the frequency of major and minor incidents that have occurred within their learning space.

Observation sheets will be completed by members of the Leadership Team and feedback given to staff through the Performance Review Process in July and November each year.

### Productivity

**Productivity** refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

### Goals

Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.

Ensure the effective allocation and use of physical, financial and human resources to support the school’s goals for learning, engagement and wellbeing.

Intervention programs will be implemented in the areas of English and Mathematics.

Rigorous recruitment, induction, performance development processes will result in the appointment and retention of staff who embrace the PLC culture at Bellbridge.

Regular cyclic maintenance will be funded annually within the areas of Maintenance and Minor Works, Grounds Allowance and Essential Service/Annual Contracts.

### Targets

Targets are defined measures of the successful achievement of the

Maintain a surplus in the SRP at the end of each school year.

Students receiving intervention program support (LLI, GRIN)
Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. Targets will achieve more than 6 months growth over a 6 month period on the program.

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### Year 1
- Staff will be trained in Levelled Literacy Intervention (LLI) and Getting Ready in Numeracy (GRIN).
- LLI and GRIN programs will be implemented.
- All graduate teachers will be supported in the VIT Accreditation Process.
- All staff will be informed with expectations relevant to their roles as part of the annual Performance Review Process.
- Expressions of Interest will be sought from all staff in relation to participation in selection panels and mentoring of pre-service teachers and graduate teachers.
- The grounds and maintenance plan will be shared through Consultative Committee and School Council.

**By the end of the school year, students who have participated in LLI will have made 12 months growth within 6 months.**

**By the end of the term 1, a student cohort will have been identified to participate in GRIN.**

**By the end of term 2, students participating in GRIN will have made more than 6 months growth in 6 months.**

**By the end of the school year, all students who have participated in LLI and GRIN will have made more than 12 months growth within the school year.**

**By the end of the year, graduate teachers will achieve full registration.**

**By the end of the year, all staff will have completed a successful Performance Review Process.**

At the end of the school year, the buildings and grounds maintenance will have operated within budget.

### Year 2
- Staff will be trained in Levelled Literacy Intervention (LLI) and Getting Ready in Numeracy (GRIN).
- LLI and GRIN programs will be implemented.
- All graduate teachers will be supported in the VIT Accreditation Process.

**By the end of the school year, students who have participated in LLI will have made 12 months growth within 6 months.**

**By the end of the school year, students who have participated in GRIN will have made 12 months growth within 6 months.**
Accreditation Process.
- All staff will be informed with expectations relevant to their roles as part of the annual Performance Review Process.
- Expressions of Interest will be sought from all staff in relation to participation in selection panels and mentoring of pre-service teachers and graduate teachers.
- The grounds and maintenance plan will be shared through Consultative Committee and School Council.

By the end of the year, graduate teachers will achieve full registration.
By the end of the year, all staff will have completed a successful Performance Review Process.
At the end of the school year, the buildings and grounds maintenance will have operated within budget.

### Year 3

- Staff will be trained in Levelled Literacy Intervention (LLI) and Getting Ready in Numeracy (GRIN).
- LLI and GRIN programs will be implemented.
- All graduate teachers will be supported in the VIT Accreditation Process.
- All staff will be informed with expectations relevant to their roles as part of the annual Performance Review Process.
- Expressions of Interest will be sought from all staff in relation to participation in selection panels and mentoring of pre-service teachers and graduate teachers.
- The grounds and maintenance plan will be shared through Consultative Committee and School Council.

By the end of the school year, students who have participated in LLI will have made 12 months growth within 6 months.
By the end of the school year, students who have participated in GRIN will have made 12 months growth within 6 months.
By the end of the year, graduate teachers will achieve full registration.
By the end of the year, all staff will have completed a successful Performance Review Process.
At the end of the school year, the buildings and grounds maintenance will have operated within budget.

### Year 4

- Staff will be trained in Levelled Literacy Intervention (LLI) and Getting Ready in Numeracy (GRIN).
- LLI and GRIN programs will be implemented.
- All graduate teachers will be supported in the VIT Accreditation Process.
- All staff will be informed with expectations relevant to their roles as part of the annual Performance Review Process.

By the end of the school year, students who have participated in LLI will have made 12 months growth within 6 months.
By the end of the school year, students who have participated in GRIN will have made 12 months growth within 6 months.
By the end of the year, graduate teachers will achieve full registration.
<table>
<thead>
<tr>
<th></th>
<th>Expressions of Interest will be sought from all staff in relation to participation in selection panels and mentoring of pre-service teachers and graduate teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The grounds and maintenance plan will be shared through Consultative Committee and School Council.</td>
</tr>
<tr>
<td></td>
<td>By the end of the year, all staff will have completed a successful Performance Review Process.</td>
</tr>
<tr>
<td></td>
<td>At the end of the school year, the buildings and grounds maintenance will have operated within budget.</td>
</tr>
</tbody>
</table>