

Dandenong South Primary School 4810 South Eastern Victoria Region

School Strategic Plan for 2014 – 2017



Endorsements

Endorsement by School Principal	Signed: Name: Mrs Leonie Fitzgerald Date:
Endorsement by School Council	Signed: Name: Mrs Rina Main Date: School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed: Name: Date:

School Profile

Purpose	To provide students with a positive and engaging learning environment which will equip them with the knowledge, skills and social competencies they need for the future in order for them to become respectful and responsible citizens who contribute positively to society.
Values	Resilience - Empathy - Challenge - Respect
Environmental Context	<p>Dandenong South Primary School is located in the south eastern region of Melbourne approximately forty (40) kilometres from the metropolitan city centre. The school location itself is bordered by residential, commercial and industrial zones.</p> <p>The school has a current enrolment at census day 2014 of some 553 students and 369 families, with predicted increased enrolments for 2015 and beyond. Although approximately 88% of students have origins outside of Australia and speak 36 different languages, most are born here with family members having attended schools in the local community for several generations. The number of enrolments of students originating from Afghanistan (most of who are of a refugee background) has however recently increased to around 25% of the total school population, adding to our diverse multicultural profile.</p> <p>In 2014 Dandenong South Primary School has a Student Family Occupation (SFO) density of 0.75 with the state mean being 0.52. In brief, the school enrolment consists largely of children from families of low socio-economic status and of a language background other than English. Some 90% of year six students annually transition to the local government schools for their secondary education.</p> <p>At Dandenong South Primary School Literacy and Numeracy continue to be seen as the core curriculum areas with students being provided with personalised learning opportunities as part of their regular classroom program. In addition, the school ensures that a Restorative Practices approach provides a focus for developing positive relationships within the classroom, within the school and between the school and the community; with opportunities being provided for students to take responsibility for both their behaviour and their learning.</p> <p>The teaching staff of Dandenong South Primary School consists of a blend of younger and more experienced professionals who demonstrate significant initiative and commitment to their students. A previously relatively stable staffing profile has changed in 2014 with nine (9) new teachers, eight (8) of whom are graduates, and turnover of approximately 30% in the Leadership Team. This is expected to have a substantial impact on a range of areas in the short term. The school values long term planning, school commitment and a shared sense of values; and a culture of collaboration and challenge that is facilitated by the current shift to shared teaching spaces where facilities allow. The Dandenong South Primary School Kindergarten opened on our site in 2014, complementing our three Supported Playgroups, and ensuring a seamless learning experience linking children's learning development from birth to grade 6.</p>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>To maximise student performance in English and Mathematics with a particular objective to improve student learning outcomes in Reading Comprehension and the area of Number in Mathematics.</p> <p># Including a specific focus on enhancing outcomes in the Early Years of Learning (Foundation to Year 2).</p>	<p><u>By 2017 in the Numeracy Online Interview:</u></p> <ul style="list-style-type: none"> 90% of Grade 2 students deemed capable are achieving all growth points up to and including item 24 at the end of the school year. <p><u>By 2017 in NAPLAN:</u></p> <ul style="list-style-type: none"> 60% of Year 3 students deemed capable are assessed at Band 4 or above in Numeracy. 50% of Year 5 students deemed capable are assessed at Band 6 or above in Numeracy. A maximum of 40% of students deemed capable are classified as demonstrating low growth (value added) from year 3 – Year 5 in Numeracy. (This is a reduction of 25% from 2013.) <p><u>By 2017 in On Demand (Number):</u></p> <ul style="list-style-type: none"> 60% of Grade 4 students deemed capable will be performing at or above the expected level. 50% of Grade 6 students deemed capable will be performing at or above the expected level at the end of the school year. <p><u>By 2017 in ARCOTS:</u></p> <ul style="list-style-type: none"> 70% of Grade 6 students deemed capable will be performing at or above level G in ARCOTS at the end of the school year. 	<p>To improve student learning outcomes through focusing on developing clear learning intentions and clear learning outcomes (evidence).</p> <p>To develop a community of teacher inquirers who take responsibility for their own learning within a culture of challenge.</p>

	Goals	Targets	Key Improvement Strategies
Engagement	To ensure that the school's teaching and learning programs guarantee high levels of student engagement and success with all aspects of school life.	<ul style="list-style-type: none"> To increase the total Year 5 and Year 6 cohort mean score of the School Connectedness (4.46) and Stimulating Learning (4.37) variables in the <i>Student Attitudes to School Survey</i> by 0.2 by 2017. To ensure all variables in the School Climate section of the Parent Opinion Survey are above the second quartile by 2017. Reduce Student Absences to an average of 16 days (or less) per student by 2017. (#See School Portal: <i>Student Absences - Days Per Full Time Equivalent</i>) 	To build student's cognitive, physical, social and emotional development through their engagement in: curriculum that addresses their Zone of Proximal Development, collaborative learning opportunities and higher order thinking (cognitive challenge) during play and inquiry based learning activities.
Wellbeing	To provide a safe, supportive and inclusive school environment for all members of the Dandenong South Primary School community.	<ul style="list-style-type: none"> To ensure all variables in the <i>School Climate</i> section of the Parent Opinion Survey are above the second quartile by 2017. To increase the percentile ranking of the <i>Parent Partnership</i> variable in the Staff Opinion Survey. (From the 36th percentile.) 	To engage in meaningful partnerships and collaboration with parents and families, early childhood settings, and the wider community (including other education sectors, business and industry) in order to provide a safe, supportive and inclusive school environment.
Productivity	To ensure that all school resources are targeted to maximise student achievement levels, student engagement and student wellbeing at the school.	<p><u>By 2017 in the Numeracy Online Interview:</u></p> <ul style="list-style-type: none"> 90% of Grade 2 students are achieving all growth points up to and including item 24 at the end of the school year. <p><u>By 2017 in NAPLAN:</u></p> <ul style="list-style-type: none"> 60% of Year 3 students deemed capable are assessed at Band 4 or above in Numeracy. <p><u>By 2017 in ARCOTS:</u></p> <ul style="list-style-type: none"> 80% of Grade 3 students will be performing at or above level C in ARCOTS at the commencement of the school year. 	To optimise student learning outcomes in the Early Years of Learning (Foundation to Year 2).

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<p>Achievement –</p> <p>Key Improvement Strategy 1</p> <p>To improve student learning outcomes through focusing on developing clear learning intentions and clear learning outcomes (evidence).</p> <p>Key Improvement Strategy 2</p> <p>To develop a community of teacher inquirers who take responsibility for their own learning within a culture of challenge.</p>	<p>Year 1</p> <ul style="list-style-type: none"> ▪ Investigate the key elements of quality data literacy practices. ▪ Document a formal data model for the school which includes the key elements to be understood by different cohorts of teachers (ie: graduate teachers, teachers new to the school, highly accomplished teachers, leading teachers etc.) ▪ Develop the Leadership Team’s and classroom teachers’ ability to analyse relevant Literacy and Numeracy data, link the data to an interpretation of what each student knows now and what they need to know next using the relevant sequence of learning. ▪ Develop a shared understanding of the sequences of learning for Reading (Decoding and Reading Comprehension / ARCOTS) and Number (Place Value and Numeration, Addition and Subtraction, Multiplication and Division.) ▪ Develop classroom, grade level and / or sub-school team student achievement targets in both Reading and Number. ▪ Investigate simplified ILPs / Learning Logs for all teachers in order to improve cohort and individual student growth in the area of Number (F-6) and Reading Comprehension (F - 2). ▪ Formally review and update Reading Comprehension / ARCOTS Learning Logs. 	<ul style="list-style-type: none"> • Coaching conversations include formal data literacy learning opportunities. ▪ Coaching conversations are beginning to have an emphasis on <i>what</i> has to be learned by the students at each developmental stage in Reading and Number and <i>how</i> the learning is to be demonstrated. ▪ Classroom teachers are demonstrating that they are beginning to construct more tailored evidence-driven “learning interventions” for students in the area of Reading and Number. ▪ Literacy and Numeracy Term Planners and Reading and Number weekly planning / focussed teaching documents are beginning to reflect new understandings of the sequences of learning. ▪ Progress towards classroom, grade level and / or sub-school team student achievement targets is being formally monitored by all members of each sub-school team; and personalised learning interventions to ensure targets are met are being put in place when / where needed. ▪ Key classroom teachers are beginning to trial the use of ILPs / Learning Logs in relation to Number (F -6) and Reading Comprehension (F-2). • All Grade 3 – 6 classroom teachers are routinely using the updated Reading Comprehension / ARCOTS Learning Logs.

	<ul style="list-style-type: none"> ▪ Review and formally document the school's Performance and Development practices taking into consideration the new guidelines for both Principal Class and Teachers. (Consider the benefits of translating to a calendar year cycle and formalise arrangements.) ▪ Develop a whole school, shared understanding of the key elements of the new Performance and Development process including: <ul style="list-style-type: none"> ○ The "Aus. Prof. Standards for Teachers" ○ The balanced scorecard approach ○ Teacher performance domains ○ Appropriate strategies and evidence ○ Weightings ○ Performance and development assessment and outcomes ▪ Implement the new Performance and Development process – with a particular focus on teachers taking responsibility for the start-cycle and mid-cycle requirements. • Ensure key members of the Leadership Team participate in the Bastow "Coaching for Leadership Teams" course. <ul style="list-style-type: none"> ○ 2 day workshop ○ 10 hours coaching • Unpack the staff survey (to be completed in May 2014) and identify things that are going well and areas for improvement using the knowledge gained from the Bastow Course. 	<ul style="list-style-type: none"> ▪ All teaching staff have collaboratively documented one to two individualised, meaningful and measureable performance and development goals in each of the four performance domains that are aligned with the school's priorities, as defined in the School Strategic Plan and Annual Implementation Plan. ▪ All teaching staff have collaboratively documented short term strategies that will directly assist them to achieve their P&D goals; and nominated a range of evidence that will demonstrate the achievement of these goals. ▪ As part of the mid-cycle review process Sub-School Team Leaders have provided explicit feedback to all staff about their progress towards meeting the standards and their performance and development goals. • The Leadership Team have collectively unpacked the May 2014 Staff Survey and identified things that are going well and areas for improvement; and documented an action research plan to improve the Organisational Climate / Teaching Climate in the school.
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	Year 2	<ul style="list-style-type: none"> • Implement the new formal data model for the school which includes the key elements to be understood by different cohorts of teachers (ie: graduate teachers, teachers new to the school, highly accomplished teachers, leading teachers etc.) • Continue to develop the Leadership Team and classroom teachers’ ability to analyse relevant Literacy and Numeracy data, link the data to an interpretation of what each student knows now and what they need to know next using the relevant sequence of learning. • Continue to develop the capacity of classroom teachers to build on and scaffold the existing knowledge bases of every student in Reading and Numeracy through coaching conversations and PLT meetings. • Refine classroom, grade level and / or sub-school team student achievement targets in both Reading and Number. 	<ul style="list-style-type: none"> • 2015 induction practices and coaching conversations include formal data literacy learning opportunities. • Additional professional learning opportunities for the Leadership Team and classroom teachers about data literacy practices and highly effective teaching and learning practices are prioritised. ▪ Literacy and Numeracy Term Planners and Reading and Number weekly planning / focussed teaching documents are reflecting a deeper understanding of the sequences of learning. ▪ Coaching conversations are continuing to have an emphasis on <i>what</i> has to be learned by the students at each developmental stage in Number and <i>how</i> learning is to take place. ▪ Classroom teachers are demonstrating that they are able to routinely construct more tailored evidence-driven “learning interventions” for students in the area of Reading and Number that are improving student learning outcomes. ▪ Progress towards individual, grade level and / or sub-school team student achievement targets is being formally monitored by all members of each sub-school team; and personalised learning interventions to ensure targets are met are being put in place.

	<ul style="list-style-type: none"> • Formally adopt simplified ILPs / Learning Logs for all teachers in order to improve cohort and individual student growth in the area of Number and Reading Comprehension / ARCOTS. • Investigate small group numeracy intervention opportunities. • Enrich and refine our whole school, shared understanding of the key elements of the new Performance and Development process. • Review and refine practices associated with start-cycle and mid-cycle requirements. • Implement the new Performance and Development process – with a particular focus on the end of cycle requirements. • The Leadership Team continue to participate in ongoing coaching conversations as per the Bastow “Coaching for Leadership Teams” course and continue with the action research component related to improving the Organisational Climate and Teaching Climate. • Continue to build the instructional capacity of the Middle Leaders by “fast tracking” their knowledge and skills related to the relevant standards. • Ensure a variety of opportunities for the Middle Leaders to obtain feedback on their practice. • Provide the opportunity for a key group of Middle Leaders to formally coach one or two graduate teachers. • Continue to support the key group of Middle Leaders to develop their instructional leadership capacity by identifying and allocating a professional mentor. 	<ul style="list-style-type: none"> • All classroom teachers are routinely using the Numeracy ILPs / Learning Logs and Reading Comprehension / ARCOTS Learning Logs. • Team Leaders have provided timely and strategic feedback on the performance and development of all team members. • All teaching staff have provided a range of evidence that demonstrates achievement of their performance and development goals and the standards. . • Identified areas for improvement in the Staff Survey have been strategically planned for and requirements of the action research plan have been implemented by all members of the Leadership Team. Results have been studied and changes acted upon. • The teaching and learning programs of the Middle Leaders show that key characteristics of highly effective teaching and learning practices are embedded. • Middle Leaders are taking a leading role in a wide variety of school improvement initiatives. (Including those developed by the School Improvement Team). • A key group of Middle Leaders are formally coaching one or two of the graduate teachers. • Each of the key Middle Leaders works with a mentor who personalises their learning in relation to building their instructional leadership capacity.
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	Year 3	<ul style="list-style-type: none"> • Continue to implement / revisit the new formal data model for the school which includes the key elements to be understood by different cohorts of teachers (ie: graduate teachers, teachers new to the school, highly accomplished teachers, leading teachers etc.) • Continue to develop the Leadership Team's and classroom teachers' ability to analyse relevant Literacy and Numeracy data, link the data to an interpretation of what each student knows now and what they need to know next using the relevant sequence of learning. • Develop more rigorous individual, grade level and / or sub-school team student achievement targets for all teams. • Put in place processes for the early identification of students who will not meet targets and the strategic provision of small group numeracy intervention programs. • Fully implement the new Performance and Development process; and review and refine practices associated with end of cycle requirements. • Continue to prioritise the development of the Leadership Team. • Continue to administer the Staff Survey and use this information to drive improvements in the area of Organisational Climate and Teaching Climate. • Continue to prioritise the development of the Middle Leaders. 	<ul style="list-style-type: none"> • 2016 induction practices and coaching conversations include formal data literacy learning opportunities. • Additional professional learning opportunities for the Leadership Team and classroom teachers about data literacy practices, and highly effective teaching and learning practices continue to be prioritised. • A variety of practices are in place (ie: ILPs, formal monitoring) that ensure all classroom, grade level and / or sub-school team student achievement targets are achieved. • All members of the Principal team, teaching staff and education support officers participate in a rigorous Performance and Development process linked to the new guidelines. • Identified areas for improvement in the Staff Survey have been strategically planned for and requirements of the action research plan have been implemented by all members of the Leadership Team. Results have been studied and changes acted upon.
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	Year 4	<ul style="list-style-type: none"> • Continue to focus on the area of Number in order to maximise student outcomes in Numeracy; and the area of Reading Comprehension. • Continue full implementation of Performance and Development process. • Continue to administer the Staff Survey and use this information to drive improvements in the Organisational Climate and Teaching Climate. • Continue to prioritise the development of the Leadership Team. • Continue to prioritise the development of the Middle Leaders. 	<ul style="list-style-type: none"> • All members of the Principal team, teaching staff and education support officers participate in a rigorous Performance and Development process.
<p>Engagement –</p> <p>Key Improvement Strategy 1</p> <p>To build student’s cognitive, physical, social and emotional development through their engagement in: curriculum that addresses their Zone of Proximal Development, collaborative learning opportunities and higher order thinking (cognitive challenge) during play and inquiry based learning activities.</p>	Year 1	<ul style="list-style-type: none"> • Provide all new Foundation teachers with the opportunity to attend the Kathy Walker “Play Based Learning” series of professional development workshops. • Ensure Term 1 (and possibly Term 2) coaching conversations and Kindergarten to Foundation PLT meetings are focussed on the key characteristics of a highly effective Discovery Play program. • Provide all Education Support staff who work in the Foundation area with a series of professional development sessions focused on their role in Discovery Play sessions. • Provide key members of the JSS with the opportunity to investigate the Kathy Walker “Play Based Learning” approach. • Invest in and promote a “Play for Life Pod” to optimise creative play opportunities at recess and lunchtime. • Ensure all staff attend professional development sessions with the trained "Playworker" who will work with the school community to ensure that there are opportunities for rich and productive play. 	<ul style="list-style-type: none"> • Discovery Play sessions in each Foundation classroom show evidence of the key characteristics of a highly effective discovery Play program. • Mixed age and mixed gender groups are interacting around the “Play for Life Pod” on a daily basis.

	<ul style="list-style-type: none"> • Initiate other opportunities for play during the school day. (For example: JSS Lunchtime Clubs to include opportunities to play with the Playgroup's equipment.) • Review the 2014 Inquiry Scope and Sequence with a focus on ensuring the units of work have the potential for providing collaborative learning opportunities and higher order thinking (cognitive challenge) and address the needs of our children. • Formally document the Inquiry Scope and Sequence for 2015 and beyond. • Develop a shared understanding of the key characteristics of a highly effective unit of Inquiry across the Middle Sub-School and Senior Sub-School. 	<ul style="list-style-type: none"> • Students are providing positive feedback on their play based learning opportunities. • Units of Inquiry in the MSS and SSS show evidence of the key characteristics of a highly effective unit of Inquiry.
Year 2	<ul style="list-style-type: none"> • Provide multiple side by side teaching opportunities for both the Kindergarten teachers (in the Foundation classrooms) and the Foundation teachers (in the Kindergarten classrooms) during Discovery Play sessions. • Utilise the Victorian and National Early Years Learning and Development Framework to develop JSS learning programs that are responsive to the JSS students' learning needs. (ie: play based learning). • Prioritise play-based learning action research for the JSS PLTs. • Invest in additional garden-based / natural play areas in order to optimise creative free play opportunities and open up more possibilities for outdoor play. • Investigate ways to document and embed understandings of play, collaborative learning and cognitive challenge into all aspects of the school (policies, procedures, working practices and relationships with parents and the wider community) • Investigate ways to demonstrate successes associated with the outdoor free play opportunities and improvement in student physical, social and emotional development. 	<ul style="list-style-type: none"> • Discovery Play sessions in each Foundation classroom show evidence of the key characteristics of a highly effective program. • JSS teachers are providing learning programs that are more responsive to the learning needs of our JSS students (ie: trialling play based learning. • Resources are strategically allocated to develop additional garden-based / natural play areas. • Policies, procedures and working practices are updated to reflect shared understandings of play, collaborative learning and cognitive challenge.

	Year 3	<ul style="list-style-type: none"> Formally review the Foundation play-based learning program and ensure the involvement of the Pre-School team (and “bestchance” management) in the process. Fully implement play based learning (Discovery Play) in the JSS in lieu of units of Inquiry. 	<ul style="list-style-type: none"> A Foundation Annual Implementation Plan has been developed that incorporates changes to play-based practices as documented as part of the review process. Rich Discovery Play sessions are being implemented in each JSS classroom.
	Year 4	<ul style="list-style-type: none"> Continue with strategy as required 	
<p>Wellbeing –</p> <p>Key Improvement Strategy 1</p> <p>To engage in meaningful partnerships and collaboration with parents and families, early childhood settings, and the wider community (including other education sectors, business and industry) in order to provide a safe, supportive and inclusive school environment.</p>	Year 1	<ul style="list-style-type: none"> Appoint a National Community Hub Leader and formally document their roles and responsibilities. Develop policies and practices (along with clear communication and engagement strategies) that enhance the integration of the hub into the school. Audit and review all current partnerships and programs. Establish a Community Hub Advisory Group which would include parents, school staff, hub personnel, representatives from all participating partner organisations and other key stakeholders that meet on a termly basis. Prioritise the development of a strategic plan to ensure the three playgroups continue to be sustainable without the ongoing support of “outside” stakeholders. Investigate, develop and formally document policies and practices (along with clear communication strategies) that will ensure a true amalgamation of the Dandenong South Primary School Kindergarten with the school. Establish a Kindergarten to Foundation PLT that includes the Foundation team leader, the Kindergarten leader, the Foundation teachers and the Kindergarten teachers. 	<ul style="list-style-type: none"> Community Hub Advisory Group established and meeting on a termly basis. A plan to ensure the three playgroups continue to be sustainable without the ongoing support of “outside” stakeholders is documented and key actions are being put in place. A Playgroup Parent Executive Group for each separate playgroup is established and the Hub Leader is committed to building the capacity of individual members in order for them to play a key role in each Playgroup’s organisation / administration. A Kindergarten to Foundation PLT is established and meeting on a regular basis with the format of the discussions promoting shared problem solving and cognitive reflection.

		<ul style="list-style-type: none"> • Fast track” the Kindergarten to Foundation PLT’s knowledge of our school entry assessment data; and use this knowledge to identify areas for improvement. • Develop a focus for action learning across both contexts. • Provide some side by side teaching opportunities for both the Kindergarten teachers (in the Foundation classrooms) and Foundation teachers (in the Kindergarten classrooms) with a focus on Discovery Play / Numeracy sessions. 	<ul style="list-style-type: none"> • School entry assessment data is being used to identify a focus for action learning across both contexts in order to improve student outcomes. • Foundation classroom teachers and kindergarten teachers are demonstrating improved instructional practice in Discovery Play sessions particularly in relation to the area of Numeracy.
	Year 2	<ul style="list-style-type: none"> • Formally review the first year of the Community Hub project and strategically investigate new partnerships / new ways to move forward to meet the needs of the community. • Prioritise the implementation of the strategic plan to ensure the three playgroups continue to be sustainable without the ongoing support of “outside” stakeholders. • Establish a variety of after school Hub activities in addition to the Term 2 AusKick program. • Further develop the Kindergarten to Foundation PLT with a continued focus on increasing the Kindergarten to Foundation PLT practices to include: <ul style="list-style-type: none"> - unpacking and reflecting on the Transition Learning and Development Statements; - using the Foundation English Online Interview and other school entry assessment data to inform curriculum planning; - utilising the Victorian and National Early Years Learning & Development Frameworks; and - developing learning programs that are responsive to students’ learning needs (ie: discovery play.) • Provide multiple side by side teaching opportunities for both the Kindergarten teachers (in the Foundation classrooms) and Foundation teachers (in the Kindergarten 	<ul style="list-style-type: none"> • The Advisory Group reviews the first year of the Community Hub and formally documents new partnerships / new ways of moving forward to meet the needs to the community. • At least two playgroups continue to run without the ongoing support of “outside” stakeholders. • After school Hub activities take place over the school year with attendance of a minimum of 10 participants. • A Kindergarten to Foundation PLT is established and continuing to meet on a regular basis with the format of the discussions more rigorously promoting shared problem solving and cognitive reflection. • School entry assessment data is being used to identify a further focus for action learning across both contexts in order to improve student outcomes. • Foundation classroom teachers and kindergarten teachers are continuing to demonstrate highly effective teaching and learning practices in Discovery Play / Numeracy / Literacy.

		classrooms) with a focus on Discovery Play / Numeracy / Literacy sessions.	
	Year 3	<ul style="list-style-type: none"> Formally review the second year of the Community Hub and strategically investigate new partnerships / new ways to move forward to meet the needs of the community. Focus on the engagement of new families within the community. Kindergarten to Foundation PLT practices continue. Provide multiple side by side teaching opportunities for both the Kindergarten teachers (in the Foundation classrooms) and Foundation teachers (in the Kindergarten classrooms) with a focus on Literacy and Numeracy sessions. Formally review the Dandenong South Primary School Kindergarten program and practices, investigate the projected pre-school needs of the Dandenong South community for the next five years, revisit lease arrangements and formalise plans for 2017 onwards. 	<ul style="list-style-type: none"> A formal process for engaging (and communicating with) new families is documented and followed by key school / kindergarten / playgroup personnel. Formal arrangements for Kindergarten provision in the 2017 school year and onwards is documented as required.
	Year 4	<ul style="list-style-type: none"> Continue strategy as required. 	
<p>Productivity –</p> <p>Key Improvement Strategy 1</p> <p>To optimise student learning outcomes in the Early Years of Learning (Foundation to Year 2).</p>	Year 1	<ul style="list-style-type: none"> Build a staffing profile in the Foundation team and JSS team which can optimise student learning outcomes. Ensure timetabled separate planning time (APT release) for the Grade 1 team and the Grade 2 team, in addition to PLT and Planning meetings. Develop classroom, grade level and / or team student achievement targets for all members of the Foundation and JSS teams. 	<ul style="list-style-type: none"> Progress towards classroom, grade level and / or team student achievement targets is being formally monitored by all members of the Foundation and JSS teams; and personalised learning interventions to ensure targets are met are being put in place when / where needed.

	<ul style="list-style-type: none"> • Investigate simplified ILPs / Learning Logs for all teachers in order to improve cohort and individual student growth in the area of Number (F-6) and Reading Comprehension (F-2). • Allocate one Education Support Officer (a mix of integration aides and multi-cultural education assistants) to each Foundation classroom. • Prioritise Literacy Intervention in the JSS and investigate options for Numeracy Intervention. • Review the school's Specialist programs in 2014 with a view to possible alternatives in 2015. • Investigate ways to provide the physical spaces and flexible learning environments that facilitate team teaching and collaborative learning opportunities for the JSS in 2015 and beyond. 	<ul style="list-style-type: none"> ▪ Key classroom teachers are beginning to trial the use of ILPs / Learning Logs in relation to Number (F -6) and Reading Comprehension (F-2). • The school's Specialist program has been reviewed and a plan for 2015 and beyond has been established.
Year 2	<ul style="list-style-type: none"> • Continue allocating timetabled separate planning time (APT release) for the Grade 1 team and the Grade 2 team, in addition to PLT and Planning meetings. • Consider the benefits of allocating a Leading Teacher to the Grade 1 Team and another Leading Teacher to the Grade 2 Team; or alternatively developing a Foundation / 1 team and a Grade 2 team. • Refine individual, grade level and / or sub-school team student achievement targets for all members of the Foundation and JSS teams. • Introduce simplified ILPs for all teachers in order to improve cohort and individual student growth. (Linked to the new Performance and Development process.) • Allocate one ESO to at least each Foundation double classroom. • Continue to prioritise Literacy Intervention in the JSS and 	<ul style="list-style-type: none"> • Progress towards individual, grade level and / or sub-school team student achievement targets is being formally monitored by all members of the Foundation and JSS teams; and personalised learning interventions to ensure targets are met are being put in place when / where needed. • All classroom teachers are routinely using the Numeracy ILPs / Learning Logs and Reading Comprehension / ARCOTS Learning Logs. • A Numeracy Intervention program is provided for students in the

		<p>commence a strategic Numeracy Intervention program.</p> <ul style="list-style-type: none"> • Trial the alternate Specialist model. • Consider allocating the JSS team to flexible open plan learning environments that facilitate team teaching and collaborative learning opportunities. 	<p>JSS.</p> <ul style="list-style-type: none"> • An alternate model to the current / 2014 Specialist program is trialled throughout the school.
	Year 3	<ul style="list-style-type: none"> • Develop more rigorous individual, grade level and / or sub-school team student achievement targets for all members of the Foundation and JSS teams. • Put in place processes for the early identification of students who will not meet targets and the strategic provision of numeracy intervention programs. 	<ul style="list-style-type: none"> ▪ A variety of practices are in place (ie: ILPs, formal monitoring) that ensure all individual, grade level and / or sub-school team student achievement targets are achieved.
	Year 4	<ul style="list-style-type: none"> • Continue to prioritise the Foundation – Grade 2 area. 	