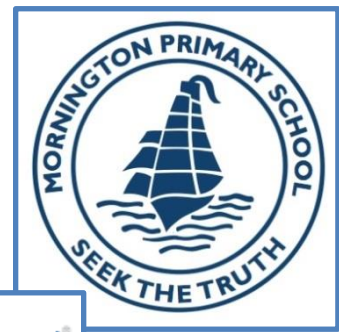


School Strategic Plan

Mornington Primary School 2033

2016 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: <i>Silvio Vitale</i> Name: Silvio Vitale Date: 21st March, 2016</p>
<p>Endorsement by School Council</p>	<p>Signed: Name: Stephen Baker Date: 21st March, 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed: Name: Dennis Pratt Date:</p>



School Profile

Purpose

Our school vision: *'Inspiring a passion for learning and personal excellence, whilst preparing students to become globally responsible citizens,'* reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills.

The 'learner profile' and the 'attitudes' of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages an inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Our teaching philosophy continues to reflect a more inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum.

Through teaching the inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning. Giving them a better understanding of their own learning, emotional capacities, social development and meta-cognition is essential to developing well-rounded individuals. These are reflected in the trans-disciplinary skills in the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of sports, visual arts, performing arts, ICT and French language & culture. Involvement in choir, instrumental music, singing tuition, RACV Energy Breakthrough, school production and clubs further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship. These opportunities will help students develop a broad range of interests, some of which may become life-long passions.

Specialist Program Vision Statements

- Inspiring a passion for the Visual Arts through self-expression, skill development and personal enjoyment, including an awareness of various cultural art forms
- Inspiring a passion for Performing Arts whilst aiming for personal performance excellence through creativity and exploration of varying global art forms

- Inspiring a passion for personal achievement in physical activity to ensure students have the knowledge, skills and motivation to pursue a healthy, active lifestyle
- Inspiring a passion for cultural diversity through learning the French language and exploring cultural and linguistic similarities and differences

Values

Our school values are reflected in the Primary Years Program of the International Baccalaureate through the Learner Profile and the 'Five Essential Elements of the written curriculum'.

The Learner Profile

Inquirers: Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Five Essential Elements of the written curriculum:

Knowledge: Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and

understanding

Concepts: Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore in order to develop a coherent, in-depth understanding

Skills: Those capabilities that students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or trans-disciplinary in nature

Attitudes: Dispositions that are expressions of fundamental values, beliefs and feelings about learning the environment and people

Action: Demonstrations of deeper learning in responsible behaviour through responsible action: a manifestation in practice of the other essential elements

High Expectations:

Inherent in both the 'learner profile' and the 'five essential elements' is the belief that high expectations are essential to achieving successful outcomes in the school's strategic focus. These expectations encompass:

- Students' high expectations of themselves and their own self-belief in their ability to learn and make a positive contribution.
- Teachers' and support personnel's high expectations of students and their belief in the capacity of students to achieve and make a positive contribution.
- Teachers' and support personnel's high expectations of themselves, and each other, and their ability to significantly improve the learning outcomes of students: both those they are directly involved with and beyond.
- The leadership team's high expectations of themselves, each other and other staff, as well as their belief in the staff's capacity to significantly improve the learning outcomes of all our students.

Environmental Context

Mornington Primary School has been an integral part of the Mornington Community for 138 years. The locals refer to it as Vale Street and many generations from the same families have attended this school over these years. Situated next to the central business district of Mornington and less than fifty metres from Main Street, Mornington Primary School has always occupied a special place in the community. Our students regularly learn about their local community through various 'units of inquiry', which take them on local walking excursions.

Whilst our history and special place in the local community is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential and a global perspective through our authorisation as an International Baccalaureate World School.

Recently, the school developed a master plan to improve facilities for all our students. Funding for the planning stage has been provided by the State Government and there is an expectation that the master plan will be fully funded in the May budget of this year (2016). The provision of

flexible learning spaces for all teachers, support staff and students will have a positive impact on the learning outcomes of our students.

The school's enrolment is experiencing steady growth and currently sits at 469 students distributed amongst 19 classes: Prep, junior (P-2), middle (3-4) and senior (5-6). Specialist classes consist of visual arts, performing arts, physical education and French. With a clear purpose and a culture of continuous improvement, our school provides a comprehensive education for all our students.

Strategic Direction

Achievement		Key improvement strategies
<p>Goals</p> <p>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.</p>	<p><u>ACHIEVEMENT</u></p> <p>To maximize learning growth in our students while maintaining high expectations of achievement in all areas of the curriculum by improving teacher practice.</p>	<ul style="list-style-type: none"> • Evaluate the extent to which the PYP can be utilised to maximise the learning growth of our students; document findings and implement appropriate strategies. • Explore the research related to maximising student growth in relation to teacher impact (e.g. Hattie) and implement strategies that support teachers in maximising the learning of their students. • Further develop and implement appropriate school-wide procedures to analyse the work of teachers, provide effective feedback, implement appropriate classroom strategies and monitor improvement. • Support staff to implement, evidence-based, high impact, excellent teaching strategies to maximise learning growth. • Become familiar with and implement the Victorian Curriculum. • Develop an essential agreement that has a focus on 'high expectations of student growth' that includes the strategies to be implemented when a student does not make expected progress.

<p>Targets</p> <p>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.</p>	<p>To achieve student learning outcomes that are consistently above 'national', 'state', 'school type', 'Network' and LGA outcomes, in the areas of literacy and numeracy:</p> <ul style="list-style-type: none"> • NAPLAN: <ul style="list-style-type: none"> ○ school 'mean' score ○ relative growth years 3 to 5 ○ Year 3 - % of student bands 3 to 6 ○ Year 5 - % of student bands 5 – 8 • Teacher Judgments (AusVELS) <ul style="list-style-type: none"> ○ school 'mean' score ○ % of students achieving A, B and C at each year level and P-6 whole-school aggregate 	
<p>Theory of action (optional)</p> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Educational research indicates that the knowledge and skills of teachers has the greatest impact on learning growth in students. Further, research also points to specific teaching strategies and approaches that have the greatest impact on student learning. By exploring the available research and implementing school-wide practices that support teachers to enhance their knowledge and skills, and implement strategies with the highest impact, we will maximise the learning growth of our students.</p>	
	<p>Actions</p> <p>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.</p>	<p>Success criteria</p> <p>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.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Conduct the PYP Evaluation to explore ways in which the PYP can be utilised to maximise the learning growth of our students, document findings and begin to implement appropriate strategies. • Begin to explore the research related to maximising student growth in relation to teacher impact (e.g. Hattie) 	<ul style="list-style-type: none"> • Achieve a successful outcome in the PYP Evaluation, document finding and begin to implement appropriate strategies. • Teachers will have undertaken some professional learning in relation to the strategies that have the most

	<p>and begin to implement strategies that support teachers in their endeavours to maximise the learning of their students.</p> <ul style="list-style-type: none"> • Improve feedback to, reflection by and development of teachers: <ul style="list-style-type: none"> ○ Continue to develop and enhance the Principal classroom observations and the P&D process. ○ Continue to develop and implement the 'peer-coaching/observation' process for all teachers. ○ Continue to develop and implement 'instructional coaching', utilising in-school personnel. ○ Further develop and implement Mod Leader classroom observation to support the work of teachers in each of the Mod and Specialist teams. ○ Effective use of the AITSL (Australian Institute of Teachers and School Leaders) standards to assist in feedback, reflection and development. • Support staff to implement, evidence-based, high impact, excellent teaching strategies to maximise learning growth. • Become familiar with and implement the Victorian Curriculum. • Develop an essential agreement that has a focus on 'expectations of student growth', including strategies to be implemented when this is not happening. 	<p>impact on student learning. With evidence that some these are being implemented in the classroom.</p> <ul style="list-style-type: none"> • The feedback, reflection and development processes will be enhanced through the implementation of the listed strategies. The 'Professional Learning' components of the Staff Opinion Survey will be used to measure progress in this area. • Teachers will have had opportunities to examine the Victorian Curriculum via Mod meetings, staff meetings and time allocated to this by DET. • An 'essential agreement' that has a focus on 'expectations of student growth', including strategies to be implemented when this is not happening, will have been developed and implemented.
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<h2 style="color: #0056b3;">Engagement</h2> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students’ motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<h3 style="color: #0056b3;">Key improvement strategies</h3> <p>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.</p>
<h3 style="color: #0056b3;">Goals</h3> <p>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.</p>	<p style="color: #0056b3; text-decoration: underline;">ENGAGEMENT</p> <p style="color: #0056b3;">To have a culture that inspires students, engages and connects them to their learning and encourages learner agency.</p>	<ul style="list-style-type: none"> • Evaluate and document the extent to which the PYP inspires students, engages and connects them to their learning and encourages learner agency; document finding and implement appropriate strategies. • Explore the research related to ‘learner agency’ through professional reading, consulting experts, school visits and staff conversations; develop a MPS common understanding of what it means to our school and begin to implement appropriate strategies. • Collect and analyse data from students and teachers to determine the extent to which ‘learner agency’ is evident in our school: <ul style="list-style-type: none"> ○ What type of data will we collect? What type of tools can be utilised for this? What will our benchmarks be? • Support staff to implement strategies in the classroom and across the school that increase levels of student involvement, decision-making, connectedness and agency: <ul style="list-style-type: none"> ○ How do we identify the appropriate strategies? How will we know if they are working?
<h3 style="color: #0056b3;">Targets</h3> <p>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.</p>	<p>To achieve ‘factor scores’ in the ‘Teaching and Learning’ component of the ‘Attitudes to School Survey’ that are consistently above corresponding scores for both ‘State’ and ‘Region’:</p> <ul style="list-style-type: none"> • Learning Confidence • School Connectedness • Stimulating Learning • Student Motivation • Teacher Effectiveness • Teacher Empathy <p>To achieve ‘factor scores’ in the ‘Student Engagement’ component of the ‘Parent Opinion Survey’ that are consistently above the corresponding scores for ‘school type’ (Primary):</p> <ul style="list-style-type: none"> • Connectedness to Peers 	

	<ul style="list-style-type: none"> • Student Motivation • Social Skills • School Connectedness 	<ul style="list-style-type: none"> • Develop an 'Engagement Essential Agreement' that includes the strategies to be implemented when a student is dis-engaged.
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Research indicates that the promotion of 'student voice' and 'action' can encourage students to have a greater connection with their learning. Students should be provided with learning opportunities that empower and motivate them. Further, by developing the skills needed to take greater responsibility for, and make meaningful decisions about, their learning, we will be able to more fully engage them in their learning journey.</p>	

	<p>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.</p>	<p>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.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Conduct the PYP Evaluation to explore ways in which the PYP can be utilised to inspire students, engages and connects them to their learning and encourages 'learner agency'. Document findings and begin to implement appropriate strategies. • Explore the research related to 'learner agency' through professional reading, consulting experts, school visits and staff conversations; develop a MPS common understanding of what it means to our school and begin to implement appropriate strategies. • Collect and analyse data from students and teachers to determine the extent to which 'learner agency' is 	<ul style="list-style-type: none"> • Achieve a successful outcome in the PYP Evaluation, document findings and begin to implement appropriate strategies. • Teachers will have undertaken some professional learning in relation to developing a better understanding of 'learner agency', with evidence that some these are being implemented in the classroom. • The tools for collection of data have been acquired or developed. Data from student and teacher surveys has been collected and analysed.

	<p>evident in our school:</p> <ul style="list-style-type: none"> ○ What type of data will we collect? What type of tools can be utilised for this? What will our benchmarks be? • Support staff to implement strategies in the classroom and across the school that increase levels of student involvement, decision-making, connectedness and agency: <ul style="list-style-type: none"> ○ How do we identify the appropriate strategies? How will we know if they are working? • Develop an 'engagement essential agreement' and strategies to be implemented when a student is disengaged. 	<ul style="list-style-type: none"> • An agreed-upon set of strategies have been developed and is being implemented. • The 'Professional Learning' components of the Staff Opinion Survey will be used to measure support in this area in this area. • An 'essential agreement' that has a focus on 'strategies' to support student engagement, including strategies to be implemented when a student is disengaged.
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<h2 style="color: #0056b3;">Wellbeing</h2> <p>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.</p>		<h3 style="color: #0056b3;">Key improvement strategies</h3> <p>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.</p>
<h3 style="color: #0056b3;">Goals</h3> <p>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.</p>	<p style="color: #0056b3;"><u>WELLBEING</u></p> <p style="color: #0056b3;">To have a community of support that actively develops the wellbeing and resilience of students within a safe, inclusive and stimulating environment.</p>	<ul style="list-style-type: none"> • Evaluate and document the extent to which the PYP can be utilised to support MPS to have a community of support that actively develops the wellbeing and resilience of students and staff within a safe, inclusive and stimulating environment. • Explore research related to 'Social and Emotional Learning (SEL) and 'positive' and 'growth' mindset through professional reading, consulting experts, school visits and staff conversations; develop a MPS common understanding of what it means to our school and begin to implement appropriate strategies. • Explore the influence of 'teacher-student' and 'student-student' relationships on student engagement and learning growth and implement appropriate strategies to enhance relationships. • Collect and analyse data from teachers and students to determine the extent to which 'positive' and 'growth' mindset is evident in our school: <ul style="list-style-type: none"> ○ What type of data will we collect? What type of tools can be utilised for this? What will our
<h3 style="color: #0056b3;">Targets</h3> <p>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.</p>	<p>To achieve 'factor scores' in the 'Student Relationships' and 'Wellbeing' components of the 'Attitudes to School Survey' that are consistently above corresponding scores for both 'State' and 'Region':</p> <p style="color: #0056b3;"><u>Student Relationships</u></p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers <p style="color: #0056b3;"><u>Wellbeing</u></p> <ul style="list-style-type: none"> • Student Safety • Student Distress • Student Morale <p>To achieve 'factor scores' in the 'Student Behaviour' component of the 'Parent Opinion Survey' that are consistently above the corresponding scores for 'school type' (Primary):</p>	

	<ul style="list-style-type: none"> • Student Safety • Classroom Behaviour 	<p>benchmarks be?</p> <ul style="list-style-type: none"> ○ Explore the application of a broader range of tools to measure student wellbeing at all levels of the school
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Educational research indicates that ‘teacher-student’ and ‘student-student’ relationships can have a significant effect on student learning, engagement and wellbeing. By exploring the available research and implementing school-wide practices that support teachers to enhance their knowledge and skills, in building positive relationship with and between their students, students will be more likely to be engaged in their learning, develop better social skills and be happier at school.</p>	<ul style="list-style-type: none"> • Support staff to implement strategies across the school and in the classroom which increase ‘positive’ and ‘growth’ mindsets of our students and staff: <ul style="list-style-type: none"> ○ How do we identify the appropriate strategies? How will we know if they are working? • Develop a ‘Wellbeing Essential Agreement’ that actively supports the development of wellbeing and resilience in students, and includes the strategies to be implemented when a student’s social and emotional wellbeing are at risk.
	<p>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.</p>	<p>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.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Conduct the PYP Evaluation to explore ways in which the PYP can be utilised to support MPS to have a community of support that actively develops the wellbeing and resilience of students and staff within a safe, inclusive and stimulating environment; document findings and begin to implement appropriate strategies. • Explore the research related to ‘growth’ and ‘positive’ mindset through professional reading, consulting experts, school visits and staff conversations; develop a MPS common understanding of what it means to our 	<ul style="list-style-type: none"> • Achieve a successful outcome in the PYP Evaluation, document findings and begin to implement appropriate strategies. • Teachers will have undertaken some professional learning in relation to ‘growth’ and ‘positive’ mindset. With evidence that strategies are being implemented in the classroom, and beyond, to support student wellbeing.

	<p>school and begin to implement appropriate strategies.</p> <ul style="list-style-type: none"> • Explore the influence of ‘teacher-student’ and ‘student-student’ relationships on student engagement and learning growth, and begin to implement appropriate strategies to enhance relationships. • Collect and analyse data from students and teachers to determine the extent to which ‘positive’ and ‘growth’ mindset is evident in our school: <ul style="list-style-type: none"> ○ What type of data will we collect? What type of tools can be utilised for this? What will our benchmarks be? • Support staff to implement strategies in the classroom and across the school that increase levels of ‘positive’ and ‘growth’ mindset in students: <ul style="list-style-type: none"> ○ How do we identify the appropriate strategies? How will we know if they are working? • Develop a ‘Wellbeing Essential Agreement’ that actively supports the development of wellbeing and resilience in students, and includes the strategies to be implemented when a student’s social and emotional wellbeing are at risk. 	<ul style="list-style-type: none"> • The tools for collection of data has been acquired or developed. Data from student and teacher surveys has been collected and analysed. • An agreed-upon set of strategies has been developed and is being implemented. • The ‘Professional Learning’ components of the Staff Opinion Survey will be used to measure support in this area in this area. • A ‘Wellbeing Essential Agreement’ that actively supports the development of wellbeing and resilience in students, and includes the strategies to be implemented when a student’s social and emotional wellbeing are at risk, has been developed.
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<h2>Productivity</h2> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>		<h2>Key improvement strategies</h2> <p>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.</p>
<h3>Goals</h3> <p>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.</p>	<p><u>PRODUCTIVITY</u> To strategically allocate resources to support improved student outcomes across all areas of the curriculum</p>	<ul style="list-style-type: none"> • Enhance the budget processes in the school to ensure resources are allocated to support the School’s Strategic Plan. • Develop processes to analyse the impact of resource allocations to specific areas of school improvement.
<h3>Targets</h3> <p>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.</p>	<p>Develop and document budget processes and tools that enable the school to measure levels of resource allocation to various curriculum and improvement areas.</p>	
<h3>Theory of action (optional)</h3> <p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>Improvement in student outcomes requires the strategic allocation of resources to ensure money, time and personnel are appropriately directed to the things that will have the most impact. This includes the capacity to measure the impact of the resources allocated and draw conclusion to inform future strategies.</p>	

	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	<ul style="list-style-type: none"> • Conduct the PYP Evaluation to determine the school's level of achievement in meeting the PYP requirements and the impact on student learning. • Review the impact of the 'learning support' programs in 'literacy' and 'numeracy'. • Further enhance budget processes to ensure purpose and clarity in the allocation of funds and the relative impact on improving outcomes for students. 	<ul style="list-style-type: none"> • Successful PYP Evaluation has been conducted and documented. • Budget procedures have been developed, documented and are being implemented. • Review of the 'learning support' programs in literacy has taken place and documented.