

School Profile

Purpose	<p>The School Community of Southern Cross Primary School believes in providing a quality learning environment that encourages children to be curious, inspired and successful in their learning. We strive to achieve an educationally safe and caring environment through our daily implementation of behaviours, programs and modelling that values, understands and respects individual abilities and cultural diversity. In particular we strive to:</p> <ul style="list-style-type: none">• Maintain a safe tolerant and disciplined environment• Encourage and develop positive relationships• Embed a love of lifelong learning• Develop a 'growth mindset' and resilience to enable students to become active and successful members of society.
Values	<p>Southern Cross Primary School promotes quality learning and teaching through-</p> <ul style="list-style-type: none">• Enact mutual respect to teachers, parents and children and valuing the uniqueness of each individual.• Building strong trusting relationships between all members of the school community.• Creating a safe and caring environment of supportive teamwork and a culture of common language and understanding.• Teaching children to have a 'growth mindset' focussing on effort and mastery and enabling them to want to be creative thinkers and high achievers in learning and life.• Commitment to environmental caring to encourage sustainable and successful life goals. <p>At Southern Cross Primary School we continually strive for school improvement and maintaining our high outcomes is a result of thorough teacher moderation and close tracking of student data. Consistent teaching and learning approaches are based on DEECD expectations, policies and procedures and the AusVELS Curriculum ensuring that we are providing a learning environment that builds upon each students' ability, consecutively, across the learning levels.</p> <p>We are continuing our action research into neuroplasticity through investigating 'growth mindset' in children and adults. This is a</p>

	<p>cohesive and comprehensive whole school approach to student thinking, linking learning, teaching and assessment.</p> <p>We use the DEECD e5 Model of learning and teaching as our foundation to our research and daily practice. The confidence and self – belief that has developed in both teachers and students is already producing enormous shifts across our school community with a higher optimism and expectation of what can be achieved. Our programs continue to be a whole school approach from Prep to Year 6 with the inclusion of the parent community.</p> <p>Our school has recently taken part in a Case Study of highly successful schools who use the e5 Model conducted by the DEECD and Melbourne University researchers. Staff and student classes were also filmed to be included on the DEECD website showing best practice in the use of Instructional Models. (I have attached a copy of the research final copy to this document as it explains much about the methodology of the school.)</p>
<p>Environmental Context</p>	<p>Southern Cross Primary School is situated in the South Eastern Suburb of Endeavour Hills, 30 kms from Melbourne. Demographic change has seen our enrolments maintained at an average of approximately 180 students in 2014. Our school has a full time staff of 18, 1.6 Principal Class, 11.4 Teachers, and 5 Education Support Staff.</p> <p>We have a diverse community catering for approximately 42 nationalities. We provide several community assistance and interest programs. School Council is culturally diverse in the effort to support our range of family cultures. All members of School Council are supportive of the school and active in their roles as community representatives. Our growing Community Harmony and Team Spirit Group,(CHaTS Group) meets monthly and assists the school in a variety of ways. This group also works with school staff to welcome and integrate new families into our School Community. Many students begin at the school with little or no English, necessitating in the need to modify teaching approaches in order to give them the best opportunity to learn.</p> <p>Southern Cross Primary School is a friendly, caring school community that aims to facilitate a high standard of academic learning, nurture individuality, challenge and understand all of our students. We provide intellectual tools that enable students to be inspired, creative, curious, optimistic and capable individuals who aspire to become lifelong learners and be responsible, resilient members of society.</p> <p>Our Individual Learning Plans, accelerated learning programs, special support and neuroplasticity action research caters for the abilities of all students. Our Learning Community provides an inclusive and accepting environment for all students, staff and parents. Our deeply embedded student wellbeing programs and our high expectation of daily behaviours focus on interactions that show respect and attentive listening by all adults and children. This approach ensures our classrooms; playground and whole school environment are always happy and supportive.</p> <p>Our school comprises a flexibly designed 12 classroom block, music room, multimedia centre, multi – purpose room, hall, administration and staff work area. Additional spaces for Literacy Development and LOTE also exist. We have a 1:4 computer ratio and a fully networked school with at least 5 computers in every classroom as well as a lab of 30 in the Multimedia Centre. Our middle school students follow a program that teaches animation skills and our senior students complete a movie making program with the use of our blue screen.</p>

Extensive play areas include hard court, oval and 2 student adventure playgrounds. We also have an enclosed courtyard for quite games, outdoor chess covered area, a closed rotunda for crafts, an enclosed sandpit and an open rotunda with power supply for more outdoors type activities.

Our school curriculum is based on the outcomes approach adopted by the Department of Education and Early Childhood Development but has been enhanced with emphasis on student learning. A thinking oriented curriculum is based on our partnership with Professor Carol Dweck from Stanford University to research 'growing the brain' and its positive effects on learning. Our flexible programming and an increasing knowledge of alternative learning approaches leads to innovative and highly successful classroom practice. We consistently aim for the development of a school curriculum based on teaching and learning methodologies in line with POLT and E5 drawing on school based, national and international best practice.

We have a wonderful, well behaved multicultural student population with supportive parents. Our staff members work in sub-school teams arranged around Early Years, Middle Primary and Senior Primary. We have close working relations with our local secondary college and preschools. Our School Council fully supports staff in their working life and aims to provide programs and support to enable the best balance between work and home. A successful Integration Programme operates to support our students with a wide range of learning needs.

We employ enthusiastic, flexible and talented, team oriented staff members who have high expectations of themselves and of student learning approaches and who want to make a positive contribution to our learning community through ongoing professional development and a love of lifelong learning.

School attendance is generally high with most students in attendance 90% of the time with most absences related to illness or extended family holidays.

There is a cohort of students who do have extended family, overseas holidays and unfortunately they do miss large blocks of school up to 3 months at a time. This does reflect in the school attendance data. These families are also represented strongly in the data through children arriving late to school. It has been very difficult to change this as many of these families have several children, very different cultural beliefs on schooling, very little English and they find it extremely hard to get their children here by 9.00am.

Parents are contacted in cases of long or unexplained absence or clarification. Daily attendance charts are kept across the school and students are presented with certificates each term for 100% attendance. There are several students each term who achieve this goal and several who have 100% attendance for the entire year.

We are hoping that continuation of these practices will continue to encourage a fall in student absence.

Our Parent Opinion Survey reflects strong support for the school however in student engagement the areas of connectedness to peers, social skills, and school connectedness have been ranked in the second quartile. This does not reflect the survey results of staff and students who rank these areas in the fourth quartile. We are working on broadening the understanding of the terminology for parents as this is difficult for many of them with limited English and very different cultural backgrounds. Parents are involved in discussion about school practice at School Council, Parent Information sessions, Community Harmony and Team Spirit(CHaTS) Group meetings and parent interview sessions. In our weekly newsletter our parents are invited to discuss with us any issues or concerns they may have. Staff members actively engage with parents daily throughout the school to foster open communication and build strong relationships and use this opportunity to ask for parents opinions on school related issues.

	<p>We ensure regular updates to our website to reflect the student learning engagement and outcomes. The majority of our new enrolments come from parent website research. They come to this school to enroll as they agree with our ethos and are keen to have their children become part of this learning community.</p>
<p>Service Standards</p>	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> <p><i>All teachers will provide timely and targeted feedback to students on their work.</i></p>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student learning outcomes in the curriculum areas of number and reading.	P-2 Reading <ul style="list-style-type: none"> Students will be at expected level by the end of the year (Preps will be at level 5 or above, Grade 1s will be level 15 or above and Grade 2s will be at basic chapter books) By the end of Prep, students will have sound and letter recognition and are working towards identifying words from the 100 High Frequency Words. By the end of Grade 1, students will have sound and letter 	<ul style="list-style-type: none"> To strengthen the effective use of data to inform explicit teaching and to improve teacher judgements. Students will be assessed and delegated into reading levels according to their reading/comprehension abilities. Students are required to read every night with parents/guardians. Parents/guardians are required to sign reading log book to show

		<p>recognition, knowledge of basic blends and be able to identify words the 100 High Frequency Words.</p> <p>By the end of Grade 2, students will have knowledge of blends and are able to identify words from the 100 High Frequency Words and above.</p> <p>Reading – 3/4 Implementing the Hawker Brownlow, CARS and STARS program within the Grade 3/4 area.</p> <p>Improving Middle School staff understanding of the CARS and STARS program.</p> <p>Improving Grade 3/4 student data by focussing on specific comprehension areas.</p>	<p>evidence of reading.</p> <ul style="list-style-type: none"> • Daily reading activities include: <ul style="list-style-type: none"> - Silent reading - Buddy Reading - High frequency words - Conferencing with teacher - Letter and sound recognition - Accessible levelled reading books - Modelled teacher reading (including explicit reading) • Students engage with a variety of reading materials in class time to model fluency in their reading and to contribute to their knowledge of words. • Letter recognition, phonic sounds and blends are introduced to help students identify common words. • Comprehension is developed using verbal and written questioning throughout all literacy learning tasks. E.g. recounts, text analysis etc. • Questioning understanding of
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		<p>P – 2 – Number Prep: Students connect number names and numerals with sets of up to 20 elements.</p> <ul style="list-style-type: none"> Grade 1: Develop confidence with, recognize, model, read write and order numbers to at least 100. Represent and solve simple addition and subtraction problems. <p>Grade 2: Establish knowledge of numbers to at least 1000. Recognise and represent multiplication as repeated addition, groups and arrays. Understand the relationship between multiplication and division.</p>	<p>texts read at home.</p> <ul style="list-style-type: none"> Plan lessons according to the e5 Instructional Model. Preps: estimate the size of sets (1-20), use counting strategies involving comparing, combining and separating these sets. Students match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set. <p>Grade 1s and 2s: Counting on and skip counting patterns, using number lines, count collections, partitioning numbers using place value. Explore the connection between addition and subtraction as well as multiplication and division, using a range of mental and written strategies.</p>
		<p>Number Increase Middle School staff knowledge of effective Mathematics teaching by providing professional development opportunities and peer mentoring.</p> <p>Increase engagement during the teaching of number through the use of interactive hands on materials and games.</p> <p>Providing a range of open ended tasks</p>	

		<p>and allowing student choice regarding these tasks.</p> <p>Providing a range of grouping (small group, partners, individual and multi ability) options.</p>	
Engagement	To strengthen students' engagement in their personal learning and their interaction with the school community.	<p>Have students using e5 process and terminology when presented with new learning opportunities.</p> <p>Have students evaluate their learning 'struggle' in a range of areas and develop and set appropriate learning goals.</p> <p>Have students involved in the development of learning expectations and outcomes by reflecting and evaluating the effort and achievement of both themselves and their peers.</p> <p>Increase student awareness of how classroom learning relates to real world situations.</p>	<p>Use the e5 Model as a student focus for all their thinking and their daily learning skills.</p> <p>Improve students' goal setting and effective use of feedback leading towards independent learning.</p> <p>Create a greater sense of school connectedness and community through further development of connections beyond the school.</p>
Wellbeing	To strengthen the provision of a safe, supportive, orderly, inclusive and stimulating learning environment for the school community.	<p>Increase student knowledge and understanding of the role their effort and attitude plays in their learning success.</p> <p>Develop student understanding surrounding the necessity for individuals to be provided with unique expectations to suit the needs of each learner.</p> <p>Develop teacher knowledge about the content and use of SAFEMinds program for our school.</p>	<p>Continue to enhance the successful whole school approach to classroom management and student wellbeing through teacher professional development.</p> <p>Effective use of data to inform students learning in the classroom and as they transit from F-6.</p> <p>Introductory Professional development for staff about this program.</p>
Productivity	To ensure effective allocation of financial, human and physical resources to support the successful delivery of school strategic priorities.	Utilising knowledge gained through external professional development sessions to educate fellow colleagues.	<p>To allocate staffing expertise to priority learning areas to maximise student learning outcomes.</p> <p>Continue to align professional</p>

			development opportunities to school goals and priorities and identified student needs.
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School Strategic Plan 2014- 2017: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
<p>Key Improvement Strategies</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>Achievement Milestone</p> <p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>		
<p>Achievement</p>	<p>Year 1</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Teacher research into a range of appropriate reading programs ▪ Purchasing CARS and STARS program ▪ Developing teacher knowledge of program through further reading ▪ Implement modified pilot program for a single semester to assess effectiveness of the program ▪ Increase student exposure to a range of text types and features by implementing a more consistent home reading program 	<p>Reading</p> <ul style="list-style-type: none"> ▪ At least 50 % of students demonstrating an increase in reading comprehension data for one or more focussed upon area
		<p>Number</p> <ul style="list-style-type: none"> ▪ Selected Middle School staff member to attend professional development sessions surrounding effective ways to teach mathematics ▪ Providing peer mentoring amongst Middle School staff members ▪ Beginning to trial activities and 	<p>Number</p> <ul style="list-style-type: none"> ▪ An increase in engaging number activities in Middle School planning documents to at least one open/hands on activity per week

		approaches discussed during PD sessions	
Year 2	Reading	<ul style="list-style-type: none"> Evaluate effectiveness of piloted CARS and STARS program (NAPLAN data & teacher based assessment) Increase program implementation in order to run on a full year schedule 	Reading <ul style="list-style-type: none"> At least 60% of students demonstrating an increase in reading comprehension data for two or more focussed upon areas
	Number	<ul style="list-style-type: none"> Teacher reflection and data used to review effectiveness of trialled approaches Regular use of previously trialled approaches during mathematics sessions 	Number <ul style="list-style-type: none"> A further increase in engaging number activities in Middle School planning documents to at least 2 open/hands on activities per week
Year 3	Reading	<ul style="list-style-type: none"> Evaluate the effectiveness of the implementation of the full year CARS and STARS program. Teacher reflection used to inform minor changes to refine CARS and STARS program Implement refined program 	Reading <ul style="list-style-type: none"> As SCPS NAPLAN data indicates a general decline in reading comprehension between Grade 3 and Grade 5, a sustained or improved result reflected in our NAPLAN data for the first cohort of students would be seen as a significant milestone for the program
	Number	<ul style="list-style-type: none"> Increasing teacher/student conferencing in order to improve student capability in making choices surrounding appropriate learning tasks 	Number <ul style="list-style-type: none"> At least 50% of 3/4 students able to choose appropriate activities for their ability level
Year 4	Reading	<ul style="list-style-type: none"> Teacher reflection used to continue to improve and refine the extended implementation of the CARS and STARS Review four year implementation using GradeXpert and NAPLAN data to 	Reading <ul style="list-style-type: none"> As SCPS NAPLAN data indicates a general decline in reading comprehension between Grade 3 and Grade 5, a sustained or improved result reflected in our NAPLAN data for the second cohort

		<p>evaluate the success of the program and make recommendations for future use</p>	<p>of students would be seen as a significant milestone for the program and would inform its continued use</p>
		<ul style="list-style-type: none"> ▪ Assess effectiveness of implemented mathematics engagement program using NAPLAN and GradeXpert data ▪ Review four year implementation and evaluate the success of the program and make recommendations for future use. 	<ul style="list-style-type: none"> ▪
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Research the e5 model and discuss with colleagues how this could be used within the classroom ▪ Senior and Middle school teams will design a set of e5 cards that can be displayed in the classroom as a reference. ▪ Begin to discuss with the students what the e5's represent and refer to these when teaching. ▪ In semester 2 students will be involved in writing rubrics and evaluating themselves and their peers against this. ▪ When a new concept is introduced teachers will scaffold how to relate this to real world experience. ▪ 	<ul style="list-style-type: none"> ▪ Teacher and student e5 cards will be developed and e5 will be incorporated into all integrated units in semester 2. ▪ The e5 rubric will start to be implemented by teachers so they can see where they are on the assessment scale. ▪ This can be done in area team meetings and looked at by teaching buddies. ▪
	Year 2	<ul style="list-style-type: none"> ▪ Senior and Middle school staff will begin planning and incorporating an e5 aspect into each lesson plan and term planner. ▪ Senior and Middle school teachers will incorporate the e5 language into everyday discussions. ▪ E5 student cards will be stuck to each table to allow student reference when working. 	<p>Deep dialogue in area team meetings and between interested staff will determine how we use the e5 and rubrics in our teaching and how we can refine its implementation.</p> <p>Students will be involved in the design of at least 2 rubrics for integrated units and 1 for writer's workshops.</p>

		<ul style="list-style-type: none"> ▪ For each new unit students will be involved in designing a rubric and will be able to refer to this when completing their work. ▪ When a new concept is introduced, as a class, students will begin to decide on a real world application, teacher support may be needed. ▪ Students will begin to use the e5 language when working in groups and during whole class discussions. ▪ Teacher will scaffold how to use a rubric to reflect on learning and to identify any areas that need to be elaborated on. ▪ One lesson with a real world application will be planned and implemented for each unit. ▪ 	
	Year 3	<ul style="list-style-type: none"> ▪ Students will incorporate the e5 language into everyday discussions. ▪ Students will begin to utilise rubrics throughout a unit to inform their learning and to elaborate on their information, some teacher scaffolding may be required. ▪ Self and peer evaluations will be implemented at the end of every integrated unit. ▪ One lesson incorporating a real world experience will be planned and implemented at minimum every 2 weeks. ▪ 	Students will be involved in the design of at least 2 rubrics for integrated units and 1 for writer's workshops.
	Year 4	There was just a repeat of year 1 in year 4???	▪

		<ul style="list-style-type: none"> ▪ 	
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Teachers to commence professional reading surrounding 'growth mindset' and the work of Carol Dweck. ▪ Teachers to attend PD sessions in staff meetings about growth mindset ▪ Introduce terminology of a growth mindset with students ▪ Begin scaffolding student choice in level of difficulty of a range of tasks being undertaken ▪ Teachers to ensure assessments are based on individual student achievement and ability rather than comparing one student to another ▪ Teachers to commence familiarity with the SAFEMinds program that will be used to assist students recognised as "at risk" in classrooms. ▪ Teachers to attend PD in the school to develop their capacity to recognise students displaying early signs of mental health issues. ▪ Teachers to use this knowledge to reflect on their class members and report to AP if there are any students causing concern. ▪ Set up area in rotunda to work with students at "risk" (pooch palace) 	<ul style="list-style-type: none"> ▪ We will be looking for critical transition points to see if thinking has changed in both staff and students. ▪ Do they show evidence of change in their directions of teaching? ▪ What impact does this have on the students learning? ▪ Collect data for comparison. <p>Work with teachers in learning teams to see if they have identified any "at risk" students.</p> <p>Check their knowledge of why they thought these were students to be flagged.</p> <p>Build list of students to be included in the "Pooch Palace" for support.</p>
	Year 2	<ul style="list-style-type: none"> ▪ Teachers to continue PD and professional reading ▪ Continue promoting the importance of effort instead of product. ▪ Teachers to become aware of language 	<ul style="list-style-type: none"> ▪ ▪

		<p>they use and shift away from praise for product instead of effort</p> <ul style="list-style-type: none"> ▪ Students to have increased choice surrounding what kinds of tasks are appropriate for their learning levels ▪ Teachers to further develop their observational powers to identify students “at risk” ▪ PD for teachers to be able to support their students in the classroom if they feel they are showing signs of being “at risk”. 	<ul style="list-style-type: none"> ▪ Work with any new staff on student “at risk” identification ▪ Support new staff with strategies of classroom support and updates of how their students are progressing.
	Year 3	<ul style="list-style-type: none"> ▪ Students to become mostly responsible for choice of learning activities appropriate for their individual needs, seeking assistance when necessary. ▪ Consolidation of skills learnt by use of reflective teacher discussions ▪ PD for new staff if any ▪ By using reflection and consolidation we will look towards where to go next with PD and directions. ▪ 	<ul style="list-style-type: none"> ▪ Work with any new staff on student “at risk” identification ▪ Support new staff with strategies of classroom support and updates of how their students are progressing.
	Year 4	<ul style="list-style-type: none"> ▪ Students to become mostly responsible for choice of learning activities appropriate for their individual needs, seeking assistance when necessary. ▪ Consolidation of skills learnt by use of reflective teacher discussions ▪ PD for new staff if any ▪ By using reflection and consolidation we will look towards where to go next with PD and directions. ▪ 	<ul style="list-style-type: none"> ▪ Consolidation ▪ We will be looking for evidence and impact in change of knowledge and behaviour in teachers.
		<ul style="list-style-type: none"> ▪ 	

<p>Productivity</p> <p>To ensure effective allocation of financial, human and physical resources to support the successful delivery of school strategic priorities.</p>	Year 1	<ul style="list-style-type: none"> ▪ ▪ Develop and implement a successful workforce plan to align with the teaching and learning focus of the school. ▪ Effectively timetable the SSSO and ES staff to complement and support the student programs. ▪ 	<p>Utilising knowledge gained through external professional development sessions to educate fellow colleagues.</p> <ul style="list-style-type: none"> • SSSO’s active members of Consultative Committee to ensure inclusion in program planning and resourcing. • Program budgets effectively allocated to provide staff to fully implement our programs. • Staff educated on effective budget spending and controls to ensure all programs are successfully implemented and facilities appropriately maintained. • Professional development of all staff to ensure updating of latest knowledge.
	Year 2	<ul style="list-style-type: none"> • Effectively use the SSSO’s and the ES staff to support student programs. • The staff workforce plan is effectively implemented to ensure all areas of teaching and learning are appropriately resourced for successful program delivery and student learning outcomes. <p>• The budget is allocated to ensure</p>	<ul style="list-style-type: none"> ▪ Staff educated on effective budget spending and controls to ensure all programs are successfully implemented and facilities appropriately maintained. ▪ ▪ Professional development of all staff to ensure updating of latest knowledge.

		<p>resources are provided to implement successful programs and maintain facilities throughout the school.</p> <ul style="list-style-type: none"> • Allocation of funds to ICT Update Program across the 4 years. 	
	Year 3	<ul style="list-style-type: none"> • Effectively use the SSSO's and the ES staff to support student programs. • The staff workforce plan is effectively implemented to ensure all areas of teaching and learning are appropriately resourced for successful program delivery and student learning outcomes. • The budget is allocated to ensure resources are provided to implement successful programs and maintain facilities throughout the school. • Allocation of funds to ICT Update Program across the 4 years. 	<ul style="list-style-type: none"> ▪ Staff educated on effective budget spending and controls to ensure all programs are successfully implemented and facilities appropriately maintained. ▪ Professional development of all staff to ensure updating of latest knowledge. ▪
	Year 4	<ul style="list-style-type: none"> • Effectively use the SSSO's and the ES staff to support student programs. 	<p>To allocate staffing expertise to priority learning areas to maximise student learning outcomes. Continue to align professional development opportunities to school goals and priorities and identified student needs.</p>

		<ul style="list-style-type: none"> • The staff workforce plan is effectively implemented to ensure all areas of teaching and learning are appropriately resourced for successful program delivery and student learning outcomes. • The budget is allocated to ensure resources are provided to implement successful programs and maintain facilities throughout the school. • Allocation of funds to ICT Update Program across the 4 years 	<ul style="list-style-type: none"> • SSSO's and ES staff to attend professional development to ensure their roles effectively support the implementation of programs. <p>Priority is given to allocation of staff to areas of expertise to allow for the best learning outcomes for students.</p> <p>Professional development provided to enhance staff expertise and knowledge in the delivery of programs.</p> <p>Professional development provided for staff implementing ICT programs in Blue Screen and Claymation.</p>
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