School Strategic Plan for

Panton Hill Primary School 1134

2016-2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Ross Allison Date: March 2016
Endorsement by School Council	Signed……………………………………. Jason Ditcham, School Council President Date: March 2016 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name……………………………………. Date: March 2016

School Profile

Purpose	To provide a friendly and caring environment that enhances learning, personal growth and wellbeing for all students; creates a stimulating and supportive environment for all teachers; and assists, informs and involves parents.
Values	Panton Hill Primary School's values are: • Cooperation – sharing / understanding others' needs / teamwork / working and playing together • Honesty – being reliable, responsible and trustworthy • Determination – hardworking / showing perseverance & persistence / excellence • Respect – tolerant / caring / courteous / fair • Enthusiasm – fun / enjoying school / positive attitude / friendliness
Environmental Context	***Social – community and demographics*** • Panton Hill Primary School currently has 123 students and 8.2 full time teaching staff • Panton Hill Primary School has a Student Family Occupation Index of 0.3547, a very high stability rating and a very low percentage of students from a background other than English • Enrolments peaked and now slightly decreased over the period of the 2011 to 2015 SSP. They are expected to remain at similar levels in the new SSP timeframe. • About 8% of families are entitled to receive Camp Sports and Excursion Funds • The school receives strong parental and community support

Educational

- PHPS has used the Department Assessment and Reporting processes since 2006 and is investigating reporting options for 2016 onwards

- PHPS provides all students with a range of learning experiences that help children develop their full potential in a variety of fields

- Programs encourage students to pursue excellence; adapt to change and participate effectively in society

Technological

- Almost all students have access to computers and the internet at home

- All classrooms have Interactive Whiteboards and access to classroom computers

- Class sets of laptop computers and iPads are available

- All teachers have laptop computers

Environmental – grounds and facilities

- All rooms are well-equipped with modern furniture and conducive to effective learning

- All classrooms are air-conditioned and heated and include wet areas

- We have designated rooms for Library, LOTE (Italian), Art and Music / PE

- Extensive playground areas include grassed areas, asphalt basketball court and three adventure playground equipment set-ups

- Established gardens including a vegetable area, rotunda and passive playground areas

Achievement	Key improvement strategies
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	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.

Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	**To develop curious lifelong learners with strong skills in Literacy and Numeracy**	To develop models of teaching for Reading and Mathematics To build teacher capacity to better understand and use assessment data to improve student outcomes
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	To have all students deemed capable make at least one year of AusVELS teacher judgement progress annually in Literacy and Numeracy. To have Year 3 and 5 NAPLAN matched cohort equal or exceed the State mean growth in Literacy and Numeracy. 25% of students in Year 5 to demonstrate high relative growth in NAPLAN.	
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the	The rationale behind this improvement focus is that learning outcomes for Reading and Mathematics should be at a similar level as the	

	Actions	Success criteria
	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	• Develop curriculum overviews for each year level for Literacy / check alignment with Victorian Curriculum. • Engage teachers in Literacy content knowledge and teaching methodologies, with a focus on reading, for effective teaching and learning. • Teachers participate in peer observations and Performance and Development Process • Provide professional learning on The Six Theories of Action for Teachers, in particular the use of cooperative groups and framing higher order questions	• All teachers regularly engage in discussions regarding their practice • Consistent teaching models for literacy are agreed upon and evidence of the exploration of these is seen in classroom planning • Teacher observations undertaken by all teachers • Higher Order Questioning PD undertaken • Curriculum overviews for each level for literacy have been developed and documented. • A scope and sequence document for Literacy has been developed and documented.
	• Teachers investigate a data handling package which best suits the school and undertake professional development on the effective use of it • Review student assessment strategies and tools / check alignment to Victorian Curriculum • Review annually whole school assessment	• Classroom planning documents outline student individual needs and next stages of learning and include specific teaching strategies • All staff are familiar with and implement student assessment strategies and tools as detailed in the assessment schedule. • All staff are practiced in measuring student

strategies will achieve the goals articulated in the Plan.	other areas of Literacy and Numeracy. This will be achieved by examining and refining the models of instruction and improving assessment processes and practices.	

	schedule • Provide professional learning on measuring student growth & connecting feedback to data •	growth • Moderation meetings and data analysis, including data provided on the AusVELS website to ensure marking is against correct standards
Year 2	• Continue to build the instructional capacity of leaders • Teachers implement agreed upon teaching models in Reading • Teaching of reading models are a focus for peer observation • Provide professional learning on The Six Theories of Action for Teachers, in particular the use of harnessing learning intentions, narrative and pace • Use the scope and sequence documents	• Whole school approach to reading evident in classroom planning • Curriculum and staff meeting schedules demonstrate commitment by the leaders to supporting the implementation of whole school approaches in Reading • Scope and sequence documents
	• Staff analyse student data to differentiate student learning programs • Staff analyse data to assess effective teaching strategies • Staff begin using an agreed upon data handling system • Provide professional learning on The Six Theories of Action for Teachers, in particular committing to assessment for learning	• All staff use student data to differentiate student learning • All staff use data to assess their teaching • Students know how to review one another's work, and how to construct appropriate, helpful feedback • Students can explain where they ae going, describe their current performance, and identify what they need to do next to keep making progress
Year 3	• Provide professional learning on The Six Theories of Action for Teachers, in particular the use of setting challenging learning tasks • Develop curriculum overviews for each year level for numeracy	• A scope and sequence document for Numeracy has been developed and documented • Consistent teaching models for literacy are agreed upon and evidence of the exploration

	• Engage teachers in Numeracy content knowledge and teaching methodologies, for effective teaching and learning. • Develop/adopt a scope and sequence for numeracy	of these is seen in classroom planning
	• Provide professional learning on The Six Theories of Action for Teachers, in particular connecting feedback to data • Staff meetings analyse and moderate on student achievement • Staff meetings analyse and moderate on student growth	• Opportunities for students/teachers to seek and provide task and knowledge specific feedback from each other is evident in lesson planning • Opportunities for staff to moderate is evident in the curriculum meeting schedule
Year 4	• Teachers embed the Six Theories of Action for Teachers in their classrooms • Teachers implement agreed upon teaching models in Numeracy • Teaching of numeracy is a focus for peer observation • Reflect on the effectiveness of reading and numeracy models implemented	• Whole school approach to reading evident in classroom planning • Curriculum and staff meeting schedules demonstrate commitment by the leaders to supporting the implementation of whole school approaches in Reading • Scope and sequence documents
	• Review student learning growth across the period of the strategic plan • Review the whole school assessment schedule • Review of student assessment strategies and tools	• All staff are competent in measuring growth • Student learning growth on average is at least equivalent to one year's growth annually, throughout the period of the strategic plan

Engagement	Key improvement strategies
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	**Key improvement strategies** Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

| **Goals**
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | **To improve student engagement and motivation to learn** | • To increase opportunities for student voice.
• Maintain student roles and responsibilities such as School Captains, Vice Captains and Junior School Council (for Years 3 to 6), monitor roles (ie. library or sport store monitor) |

		• Ensure PHPS continues effective transitions *"into, through and out"* of the school with an emphasis on critical transitions (Kinder to Prep / junior to middle school / middle school to senior school / senior school to secondary school) for children *and* parents.
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	To maintain and extend Student Opinion survey results in the 3rd Quartile in the areas of stimulating Learning, Student Motivation and Learning Confidence	• Individual learning plans developed for students deemed at risk
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.	If there is an increase in student responsibility and ownership in their learning then student motivation will increase.	
	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	• Student voice – more student input in topics covered in Integrated Studies units of work / inquiry based learning / class circle time. • Develop Individual Learning Plans for all students deemed at risk. • Explore different ways of delivering the Yr5/6 Student Attitudes to School Survey. • Continue annual PHPS school surveys for all students. • Ex-students involved in Year 6 to 7 Transition Program • Multi-age days – Carnevale / Book Week	• Class Circle time in all classes • Individual Learning Plans for all students deemed at risk. • Improved results in the Student Attitude to School Survey in the Stimulating Learning, Student Motivation and Learning Confidence sections. • Collate, discuss and act on PHPS student surveys. • Successful Storytime introduction to PHPS for 3 & 4 year old children. X4 sessions held

	Activity Day / Multi-Cultural day / subject based / Olympics / Christmas Activities– to provide students with exposure to all parts of PHPS and all teachers. • K to P Transition – Storytime, Transition Days, Information night, tours, Education Day Open sessions. X4 sessions getting longer to include a recess, a lunch, specialist sessions and meet Yr6 buddies for next year. • Internal Transition between grades in December as well as informal strategies. Longer transition sessions + activity. • Whole School activities – Bushwahzee / School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music).	terms 2&3. • Multi-aged days held – 2016 Olympics and Multi-Cultural Days. • Prep Transition Program for Kinder to Year Prep students held. • Prep Parent Information session held term 4 • Internal Transition sessions held in December • Whole School activities held – Bushwahzee / School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music)
Year 2	• Student voice – more student input in topics covered in Integrated Studies units of work / inquiry based learning. • Develop Individual Learning Plans for all students deemed at risk • Continue annual PHPS school surveys for all students. • Ex-students involved in Year 6 to 7 Transition Program • Multi-age days – Carnevale / Book Week Activity Day / Multi-Cultural day / subject based / Christmas Activities – to provide students with exposure to all parts of PHPS and all teachers. • K to P Transition – Storytime, Transition Days, Information night, tours, Education	• Class Circle time in all classes • Continue Individual Learning Plans for all students deemed at risk. • Improved results in the Student Attitude to School Survey in the Stimulating Learning, Student Motivation and Learning Confidence sections. • Collate, discuss and act on PHPS student surveys. • Successful Storytime introduction to PHPS for 3 & 4 year old children. X4 sessions held terms 2&3. • Multi-aged days held – 2016 Olympics and Multi-Cultural Days • Prep Transition Program for Kinder to Year

	Day Open sessions. • Whole School activities – School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music).	Prep students held. • Prep Parent Information session held term 4 • Internal Transition sessions held in December • Whole School activities held – School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music)
Year 3	• Student voice – more student input in topics covered in Integrated Studies units of work / inquiry based learning. • Develop Individual Learning Plans for all students deemed at risk • Continue annual PHPS school surveys for all students • Ex-students involved in Year 6 to 7 Transition Program • Multi-age days – Carnevale / Book Week Activity Day / Multi-Cultural day / subject based / Christmas Activities – to provide students with exposure to all parts of PHPS and all teachers • K to P Transition – Storytime, Transition Days, Information night, tours, Education Day Open sessions. • Whole School activities – Bushwahzee / School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music).	• Class Circle time in all classes • Continue Individual Learning Plans for all students deemed at risk. • Improved results in the Student Attitude to School Survey in the Stimulating Learning, Student Motivation and Learning Confidence sections. • Collate and act on PHPS student surveys. • Successful Storytime introduction to PHPS for 3 & 4 year old children. X4 sessions held terms 2&3. • Multi-aged days held – 2016 Olympics and Multi-Cultural Days • Prep Transition Program for Kinder to Year Prep students held. • Prep Parent Information session held term 4 • Internal Transition sessions held in December • Whole School activities held – Bushwahzee / School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music) •
Year 4	• Student voice – more student input in topics covered in Integrated Studies units of work / inquiry based learning. • Develop Individual Learning Plans for all	• Class Circle time in all classes • Continue Individual Learning Plans for all students deemed at risk. • Improved results in the Student Attitude to

students deemed at risk • Continue annual PHPS school surveys for all students • Ex-students involved in Year 6 to 7 Transition Program • Multi-age days – Carnevale / Book Week Activity Day / Multi-Cultural day / subject based / Christmas Activities – to provide students with exposure to all parts of PHPS and all teachers • K to P Transition – Storytime, Transition Days, Information night, tours, Education Day Open sessions. • Whole School activities – School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music).	School Survey in the Stimulating Learning, Student Motivation and Learning Confidence sections. • Collate, discuss and act on PHPS student surveys. • Successful Storytime introduction to PHPS for 3 & 4 year old children. X4 sessions held terms 2&3. • Multi-aged days held – 2016 Olympics and Multi-Cultural Days • Prep Transition Program for Kinder to Year Prep students held. • Prep Parent Information session held term 4 • Internal Transition sessions held in December • Whole School activities held – School Picnic / Working Bees / Social Activities (Trivia Night / Dance / Music)

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining

Key improvement strategies

Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised.

	students' positive learning experiences.	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.
Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	**To develop self-motivated, resilient and responsible learners and leaders.**	To build the capability of students to be resilient, socially responsible and respectful in all their relationships Maintain the Student Leadership program by continuing to provide authentic leadership opportunities Regular promotion of the School Values of Respect, Cooperation, Determination, Enthusiasm and Honesty.
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	School average number of absence days per FTE student for each cohort to be below the state average. Annually reduce the incidence of late attendance as recorded on CASES By 2019 all average yearly attendance rates by year level will be at or above 95%	To monitor the level of Student Absence against the state mean and improve practices and procedures for managing student attendance
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.	Building supports for students to become more resilient will create confident, self-motivated learners of the future.	
	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 | • Start of year class revision / discussion on School Values / Student Codes of Conduct / behaviour expectations / consequences / 5 Star Work / What Helps Me Do My Best Work / What Stops Me From Doing My Best Work / What to Do when Finished.
• Setting personal and academic goals for each half year
• Student led mid-year 3 way interviews– assessing individual goals and celebrating successes
• Presentation of Class Merit Certificates and School Values Awards at Whole School weekly assemblies.
• Year 6s participation in NESST Leadership Days / Program
• Embed eSmart principles. Student and Teacher / Parent Cybersafety Evening.
• Working towards gaining accreditation in the Healthy Together Achievement Program
• Investigate the Every Day Counts Program and Learning Plans for students on extended family holidays (longer than two weeks). | • Code of Conduct / School values sessions / Quality Work Posters completed in all classes including specialists.

• 3 Way Interviews held and Student Portfolios with goals developed and reported to.

• Weekly assemblies held recognising student achievement and adherence to School Values

• NESST Leadership Days in term one and term four attended by Yr6 students
• eSmart revision / lessons + Cybersafety Sessions held.
• Gaining accreditation in the Healthy Together Achievement Program
• Develop Individual Learning Plans for students on extended family travel |
| Year 2 | • Start of year class revision / discussion on School Values / Student Codes of Conduct / behaviour expectations / consequences
• Setting personal and academic goals for each half year
• Student Led mid-year 3 way interviews– assessing individual goals and celebrating successes
• Presentation of Class Merit Certificates and School Values Awards at Whole School | • Code of Conduct / School values sessions completed in all classes including specialists.

• 3 Way Interviews held and Student Portfolios with goals developed and reported to.

• Weekly assemblies held recognising student achievement and adherence to School Values |

	weekly assemblies. • Year 6s participation in NESST Leadership Days / Program • Embed eSmart principles • Revising the Healthy Together Achievement Program • Revise the Every Day Counts Program • •	• NESST Leadership Days in term one and term four attended by Yr6 students • eSmart revision / lessons • Gaining accreditation in the Healthy Together Achievement Program • Develop Individual Learning Plans for students on extended family travel •
Year 3	• Start of year class revision / discussion on School Values / Student Codes of Conduct / behaviour expectations / consequences • Setting personal and academic goals for each half year • Student Led mid-year 3 way interviews– assessing individual goals and celebrating successes • Presentation of Class Merit Certificates and School Values Awards at Whole School weekly assemblies. • Year 6s participation in NESST Leadership Days / Program • Revise / Embed eSmart principles • Revise Healthy Together Achievement Program	• Code of Conduct / School values sessions completed in all classes including specialists. • 3 Way Interviews held and Student Portfolios with goals developed and reported to. • Weekly assemblies held recognising student achievement and adherence to School Values • NESST Leadership Days in term one and term four attended by Yr6 students • eSmart revision / lessons • Gaining accreditation in the Healthy Together Achievement Program • Develop Individual Learning Plans for students on extended family travel •
Year 4	• Start of year class revision / discussion on School Values / Student Codes of Conduct / behaviour expectations / consequences • Setting personal and academic goals for each half year	• Code of Conduct / School values sessions completed in all classes including specialists. • 3 Way Interviews held and Student Portfolios with goals developed and reported to.

	• Student Led mid-year 3 way interviews– assessing individual goals and celebrating successes • Presentation of Class Merit Certificates and School Values Awards at Whole School weekly assemblies. • Year 6s participation in NESST Leadership Days / Program • Revise / embed eSmart principles • Revise Healthy Together Achievement Program	• Weekly assemblies held recognising student achievement and adherence to School Values • NESST Leadership Days in term one and term four attended by Yr6 students • eSmart revision / lessons • Gaining accreditation in the Healthy Together Achievement Program • Develop Individual Learning Plans for students on extended family travel

Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and	**Key improvement strategies** Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets.

adapted to the unique contexts of each school.

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

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.

| **Goals**
Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes. | **To make the best use of existing resources and maximise future funding and resource opportunities** | To invest in building teacher and leadership capacity especially leadership development PD.

Program Budgets will reflect an emphasis on updating and expanding resources in ICT, Literacy and Numeracy.

Maintain sustainability school focus – composting / recycling / water collection and use for toilets and vegie garden / solar collection complementing electricity use.

Audit and enhance the schools resources in line with priority lists established by Staff and School Council working together. Relate to PHPS Resource Audit.

Maintain highly functional but flexible timetable to make best use of staff and the school facilities. |
| **Targets**
Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students. | To use ICT across the school to support high quality instructional practice and improved student engagement and wellbeing.

To aim to have the School Budget in surplus in each year of the Strategic Plan period.

Maintain the Professional Learning budget to support high quality instructional practice.

Maintain high Literacy budget allocation to sustain the purchase of quality reading and support materials.

Maintain high Numeracy and ICT budget allocation to sustain and expand these programs. | |

	Actions	Success criteria
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.	Investment in building teacher capacity and sustainability in leadership is critical to the achievement of improved student learning outcomes.	
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	**Success criteria** Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	• Review and development of physical learning environments involving students, staff and parents • Yearly Resource Audit and purchase of learning resources in all budget areas • Annual Program Budget Processes and review • Teacher PD to reflect the set SSPs goals • Look at AUSSI Sustainable Schools program	• To have the School Budget in surplus in each year of the Strategic Plan period. • Further enhancements to school learning environments. Yr6 Leadership Project + paint themed staff and disabled toilets and Yr1 withdrawal room / Prep toilet floor. • Improved results on Staff and Parent surveys relating to Learning Environment • Yearly Resource Audit undertaken • Annual Program Budget Processes undertaken
Year 2	• Review and development of physical learning environments involving students, staff and parents • Yearly Resource Audit and purchase of learning resources in all budget areas • Annual Program Budget Processes and review • Teacher PD to reflect the set SSPs goals • AUSSI Sustainable Schools – look at gaining	• Further enhancements to school learning environments. Yr6 Leadership Project. • Yearly Resource Audit undertaken • Annual Program Budget Processes undertaken •

	accreditation	
Year 3	• Review and development of physical learning environments involving students, staff and parents • Yearly Resource Audit and purchase of learning resources in all budget areas • Annual Program Budget Processes and review • Teacher PD to reflect the set SSPs goals • Continue to work towards becoming a five star sustainable school •	• Further enhancements to school learning environments. Yr6 Leadership Project. • Yearly Resource Audit undertaken • Annual Program Budget Processes undertaken •
Year 4	• Review and development of physical learning environments involving students, staff and parents • Yearly Resource Audit and purchase of learning resources in all budget areas • Annual Program Budget Processes and review • Teacher PD to reflect the set SSPs goals • Continue to work becoming a five star sustainable school	• Further enhancements to school learning environments. Yr6 Leadership Project. • Yearly Resource Audit undertaken • Annual Program Budget Processes undertaken