

School Strategic Plan for Auburn South Primary School 4183 2014-2017



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Marcus Wicher</p> <p>Date: 09/12/2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: David Hay</p> <p>Date: 09/12/2014</p> <p>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.....</p> <p>Name: Rod Williamson</p> <p>Date: 31/12/2014</p>

School Profile

<p>Purpose</p>	<p>At Auburn South Primary School we believe that all students, as global citizens, have the capacity and responsibility to make a meaningful and positive contribution to the world in which we live.</p> <p>Whilst Auburn South Primary School is proud of its students' high levels of academic achievement, it is our focus on developing the 'whole child'; academic, social, emotional and physical that allows our students to truly thrive.</p> <p>Students are encouraged to be creative, inquisitive and committed to achieving their personal and academic goals.</p> <p>They are empowered to make choices that impact on their learning and relationships in a positive way.</p> <p>Auburn South students are encouraged to be resilient; to bounce back, take risks and seek out new challenges and experiences.</p> <p><i>At Auburn South Primary School we want our students to:</i></p> <ul style="list-style-type: none"> ➤ be emotionally resilient ➤ experience high levels of personal well-being ➤ have positive relationships ➤ have a positive sense of their own identity (strengths, mindset, purpose and health) ➤ be highly engaged and challenged in their learning <p><i>Our purpose can also be summarised as a whole school vision statement:</i></p> <p style="text-align: center;"><i>At Auburn South Primary School we develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens.</i></p> <p><i>Our mission is to:</i></p> <p style="text-align: center;">INQUIRE CREATE FLOURISH</p>
<p>Values</p>	<p><u>The International Baccalaureate (IB) Primary Years Programme (PYP)</u></p> <p>The PYP curriculum model is dependent on our commitment to a particular belief about how children learn, encapsulated most clearly in the constructivist approach. It is acknowledged that learners have beliefs about how the world works based on their experiences and</p>

prior learning. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As we strive to make meaning of our lives and the world around us we travel continually on the cyclic path of constructing, testing, and confirming or revising our personal models of how the world works.

In PYP schools, the teachers' structuring of new experiences, and the support they give to students' ideas about new experiences, are fundamental to students' knowledge, understanding, and conceptual development—the ability to have an understanding of abstract concepts, to make links between them, and to think conceptually. In the PYP it is recognized that development and learning are interrelated, and the PYP curriculum framework allows for concept development that applies across and beyond subject-specific areas. *(Making the PYP Happen)*

Guiding Principles – What do we stand for?

Positive Education

“Positive Education brings together the science of positive psychology with best practice teaching and learning to encourage and support schools and individuals within their communities to flourish.” (Geelong Grammar School, 2011)

'At ASPS we strive to know and understand ourselves and others. We celebrate our strengths. We develop a positive sense of identity which allows us to build positive relationships and provide an environment where our whole school community will flourish.'

A Strengths Based Approach

“It's a fundamental human truth that people perform better when they're in touch with things that inspire them.”

— Ken Robinson, *The Element: How Finding Your Passion Changes Everything*

Work in the area of resilience has been instrumental in shifting from deficit based approaches (a focus on repairing problem behaviours) to strengths based approaches that aim to take advantage of existing strengths, positive qualities and the intentional approach of promoting wellbeing and resilience (Clonan et al., 2004; Masten, 2009; Noble & McGrath, 2008; Seligman & Csikszentmihalyi, 2000; Waters, 2011). Strengths based approaches emphasise and build on the capabilities and resources of children and young people (Alvord & Grados).

The aim of positive psychology is to see people in terms of their strengths and capacities, and to focus on what it is that helps people to thrive (Seligman & Csikszentmihalyi, 2000).

Source: Building Resilience in children and young people: A literature review for the Department of Education and Early Childhood Development (DEECD), University of Melbourne, 2014

PERMA + H

Auburn South Primary School is committed to ensuring that all students develop a positive sense of their own identity, are emotionally resilient and experience high levels of wellbeing. Martin Seligman (2011) identified 5 measureable elements of wellbeing that comprised Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA). Geelong Grammar School built on this model for wellbeing by including a positive focus on developing student health (+H). Seligman notes that communities and individuals *flourish* when there are high levels of PERMA.

PERMA + H: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment + Health *(Seligman, 2011; Geelong Grammar School, 2011)*

At Auburn South Primary School, the PERMA +H model enables us to ensure that we are strategic and thorough in the ways in which we foster wellbeing, develop resilience and promote positive health.

These are the conditions *for* learning that enable our students to flourish and reach their true academic potential.

Inquirers

Students at Auburn South Primary School are invited to investigate significant issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to issues. The starting point is students' current understanding, and the goal is the active construction of meaning by building connections between that understanding and new information and experiences, derived from the inquiry into new content.

"Tell me and I forget, show me and I remember, involve me and I understand." (Chinese proverb)

International Mindedness

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

An internationally minded person is a person who demonstrates the attributes of the IB learner profile:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Creativity

At Auburn South Primary School the pedagogy is designed to challenge and encourage our students to think creatively. Research increasingly supports the idea that skill acquisition is enhanced through the arts: drama, art, music and dance. By taking a transdisciplinary approach to teaching and learning, divergent thinking, logical reasoning, creative exploration, risk taking, collaboration and innovation can be developed through the arts and alongside the more traditional disciplines (ie Mathematics, Literacy, Science and History). Consequently, creativity and The Arts are incorporated into all learning areas and developed through our school's Programme of Inquiry.

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

— Ken Robinson, *The Element: How Finding Your Passion Changes Everything*

Challenge and High Expectations

Motivation and a desire to learn is about students feeling excited and interested in their learning. Students must feel that they are stretched and challenged. The continuous development of the differentiation of teaching and learning at Auburn South will be enhanced by providing opportunities for students to be challenged at their own level of development with the growing capacity to take their learning to a higher level being realised.

At Auburn South Primary School, we also have high expectations about the individual choices that students make. These choices can relate to learning habits, social interactions, behaviour and personal health.

Challenging students to make the right choices promotes independence, confidence, responsibility and an understanding that their actions can positively impact all facets of life.

Taking Action

The PYP proposes that international education must extend beyond intellectual attainment to include not only responsible attitudes, but also thoughtful and appropriate action. At Auburn South PS our students have the opportunity to choose their actions, to act and to reflect on these actions in order to make a difference in and to the world. Each student takes part in service learning which extends learning beyond the classroom. It provides them with a sense of purpose in life and a strong sense of belonging to a local and global community.

Through the PYP our students:

- Develop community awareness and concern
- Develop a sense of responsibility
- Take an active part in the communities in which they live, thereby encouraging responsible citizenship
- Develop skills and attitudes that will enable effective contributions to society

Collaboration

“The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyse and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.....Collaborative conversations call on team members to make public what has traditionally been private – goals, strategies, materials, pacing, questions, concerns, and

	<p>results.” (DuFour)</p> <p><u>Promoting Community Spirit</u></p> <p>Auburn South parents and family members actively contribute towards their child’s learning and Primary School experience by involving themselves in a number of school activities and initiatives. The strength of this home-school partnership is something that the Auburn South Primary School community is very proud of.</p> <p>Relationships, collaboration and communication are central to a thriving or flourishing community.</p> <p>In ‘Promoting Community Spirit’, we also have a responsibility to ensure that we are actively contributing towards and learning about the local and global community in which we live.</p>
<p>Environmental Context</p>	<p>Auburn South Primary School was established in the 1920s in Melbourne’s inner east. The school draws its students from relatively affluent and well-educated families who have high expectations of the school and provide strong support both in material terms and in participation in school programs. In 2013 the school’s Student Family Occupation (SFO) density was 0.11 and in 2013 the Language Background Other Than English (LBOTE) proportion is 0.24. While the SFO has remained steady, the schools LBOTE proportion or population profile has changed significantly from 0.9 in 2010 to 0.24 (156 students). In total, 30 different languages are spoken and of the 156 students that come from Language Backgrounds Other Than English, 59 speak English as an Additional Language (EAL).</p> <p>This significant increase in EAL learners is a significant shift for our school community. Development of teacher capacity to target the needs of these students will be critical.</p> <p>Auburn South Primary School has a strong reputation for its high levels of student achievement and its innovative programs, particularly the adoption of the International Baccalaureate Primary Years Program (IB-PYP). This program uses an inquiry learning approach and through it the school has sought to extend the capacity of its students to access advanced curriculum content and to provide a learning environment which motivates the students to think, create and explore.</p>
<p>Service Standards</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>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p><i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i></p> <p><i>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.</i></p>	<ol style="list-style-type: none"> 1. To improve literacy, numeracy and inquiry learning outcomes for all students. 2. To improve language based student outcomes (Mandarin). 	<ul style="list-style-type: none"> • Increase the proportion of students achieving above expected AusVELS levels • Increase the proportion of students in the top two NAPLAN bands • Increase the proportion of students achieving high growth on NAPLAN relative growth assessments • Increase in the Attitudes to School Survey variable means of stimulating learning, teacher empathy and school connectedness • Increase the Parent Opinion survey mean of learning focus • Increase the percentage of positive staff survey responses to: <ul style="list-style-type: none"> ➢ Staff Collective Responsibility ➢ Teacher Collaboration ➢ Staff trust in colleagues ➢ Shielding and Buffering ➢ Feedback ➢ Professional Learning: Collective Participation 	<ol style="list-style-type: none"> 1. Develop a strong, consistent, explicit and differentiated whole school approach to teaching and learning. <ul style="list-style-type: none"> Including but not limited to: <ul style="list-style-type: none"> - High-ability learners - EAL learners - At-risk students - Students demonstrating low levels of growth 2. Implement a whole school approach to writing and spelling. 3. Create a highly positive organisational climate, where all stakeholders work together to improve student outcomes. 4. Develop a strong instructional model and strategic approach that improves and prioritises language learning (Mandarin) 5. Increase the understanding and use of transdisciplinary learning and inquiry across the school. 6. Implement Peer Coaching, Feedback and Observation across all learning areas and grade levels

<p>Engagement</p> <p><i>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</i></p> <p><i>Engagement spans students' motivation to learn, as well as their active involvement in learning.</i></p> <p><i>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</i></p>	<p>3. To improve student engagement with challenging and independent thought provoking learning that incorporates inquiry and the core elements of Positive Education.</p> <p>4. To improve the ways in which the school develops and promotes International Mindedness and the attributes of the Learner Profile across the school community.</p>	<ul style="list-style-type: none"> • Increase the Attitudes to School Survey years 5 & 6 means of student motivation, student safety and classroom behaviour • Increase the percentage of positive staff survey responses to: <ul style="list-style-type: none"> ➢ Staff Collective Responsibility ➢ Teacher Collaboration ➢ Staff trust in colleagues ➢ Shielding and Buffering ➢ Feedback ➢ Professional Learning: Collective Participation & Renewal of Knowledge and Skills • Increased student engagement and capability in language (Mandarin) learning (school developed survey and assessment) 	<p>7. Build the school community's capacity to understand the role of the 5 essential elements of the PYP in developing International Mindedness.</p> <p>8. Build teacher knowledge and skills to support and empower students to be responsible for their own learning. This incorporates:</p> <ul style="list-style-type: none"> ➢ student led inquiry ➢ an inquiry approach to teaching within and outside the programme of inquiry ➢ a focus on student initiated action ➢ more effective utilisation of learning spaces ➢ effective use of ICT <p>9. Develop staff capacity to use a strengths based approach which will allow students to develop higher levels of positive engagement and strong academic performance.</p>
<p>Wellbeing</p> <p><i>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.</i></p>	<p>5. To enhance our approach to student wellbeing that will allow our school community to flourish.</p>	<ul style="list-style-type: none"> • Increase the Attitudes to School Survey variable means of student safety, morale, and peers connectedness • Increase the Parent Opinion survey means related to classroom behaviour and management • Increase the percentage of positive staff survey responses to: <ul style="list-style-type: none"> ➢ Staff Collective Responsibility ➢ Teacher Collaboration 	<p>10. Explore and implement the principles of positive psychology and education across the school.</p> <p>11. Use a strengths based approach to learn, live, teach and embed the teachable and measureable elements of wellbeing:</p> <ul style="list-style-type: none"> ➢ Positive Emotion ➢ Positive Engagement ➢ Positive Relationships ➢ Positive Meaning ➢ Positive Accomplishment

		<ul style="list-style-type: none"> ➤ Staff trust in colleagues ➤ Feedback 	<ul style="list-style-type: none"> ➤ Positive Health
<p>Productivity</p> <p><i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</i></p> <p><i>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.</i></p>	<p>6. To ensure the allocation of resources (human, financial, time, space and materials) to optimise student learning outcomes.</p>	<ul style="list-style-type: none"> • Increase Parent Opinion Survey means of school improvement and general satisfaction • Increase Staff Opinion Survey means of professional learning and growth • Increased positive staff survey responses to: <ul style="list-style-type: none"> ➤ Staff Collective Responsibility • Establish domain based surveys on effective use of resources. 	<p>12. Allocate resources according to DEECD and school priorities and evaluate their effect using a transparent and accountable annual program budget process.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1 (2014)	<ul style="list-style-type: none"> ▪ Assessment for Common Misunderstandings professional learning for P-3 staff ▪ Writer's Notebook PD for 3-6 staff ▪ All staff to have either 'writing' or the ACM as collegiate goals within PDPs. ▪ Peer observations to be included as both a strategy and evidence in PDPs. ▪ Spelling professional learning based on the phonics and rules of the Spalding program ▪ Staff teams to explore how the Words Their Way program can improve spelling outcomes for students. ▪ Assessment moderation activities to increase the proportion of students performing above C ▪ Increase Language teacher allocation (by 0.2) to allow for the introduction of an additional 10 minute oral language (Mandarin) lesson ▪ Enrol in Bastow's Coaching for Leadership Teams program and establish School Improvement Team (SIT) ▪ Collaborative planning within teams and across teams with the specialist teachers 	<ul style="list-style-type: none"> ▪ All P-3 teaching staff to have team goals in PDPs to target ACM in Mathematics ▪ All 3-6 teaching staff to have team goals for writing in PDPs ▪ All staff to include peer observation as a strategy and form of evidence in PDPs ▪ All staff reviewing and implementing changes to spelling program ▪ Increased proportion of students demonstrating Medium – High levels of growth in writing (NAPLAN 3-5) ▪ Documented collaborative planning meetings across whole school
	Year 2 (2015)	<ul style="list-style-type: none"> ▪ Collaboration (see PYP Action Plan) ▪ Curriculum Documentation (see PYP Action Plan) ▪ Languages (see PYP Action Plan) ▪ Develop teacher capacity to challenge and engage high ability learners in Mathematics (explore ALPOS program) ▪ Use the Deb Sukarno Writer's Notebook 	<ul style="list-style-type: none"> ▪ All P-3 teaching staff to have team goals in PDPs to target ACM in Mathematics ▪ All 3-6 teaching staff to have team goals for writing in PDPs ▪ Whole school agreed approach to peer observation, feedback and coaching ▪ Increased proportion of students demonstrating Medium – High levels of

		<p>approach across the whole school (P-6)</p> <ul style="list-style-type: none"> ▪ Words Their Way and Spalding Spelling Professional Learning ▪ Implementation and evaluation of the school's Language Policy. ▪ Peer Observation and Coaching Conversation Models established ▪ Parent survey to be developed and used to develop new approach to 'Reporting' student progress ▪ School Improvement Team (SIT) and Organisational Climate (staff PD day) ▪ Establish Chinese Sister School partnership and agreement (MoU) ▪ Implement strategies to develop deeper understanding of how the learner profile can be used (more broadly) to develop and promote international mindedness. 	<ul style="list-style-type: none"> ▪ growth in writing (NAPLAN 3-5) ▪ Increased percentage of students achieving above the AUSVELS standard (increase Bs & As)
	Year 3 (2016)	<ul style="list-style-type: none"> ▪ Inquiry Learning and Differentiation ▪ Extend the use of the PYP Planner to single subject areas in Mathematics ▪ Extend the use of the PYP Planner in the single subject areas to address the essential elements of the programme. ▪ Peer Observation and Coaching Conversation Models established 	<ul style="list-style-type: none"> ▪ All P-3 teaching staff to have team goals in PDPs to target ACM in Mathematics ▪ All 3-6 teaching staff to have team goals for writing in PDPs ▪ All staff to include peer observation as a strategy and form of evidence in PDPs ▪ All staff participating in regular and organised peer observation, coaching and feedback sessions ▪ Increased percentage of students demonstrating high levels of growth in writing and spelling (NAPLAN 3-5) ▪ Increased percentage of students achieving above the AUSVELS standard (increase Bs & As)

	Year 4 (2017)	<ul style="list-style-type: none"> ▪ Personalised Learning (PYP Action Plan) ▪ Refine Peer Observation and Coaching Models ▪ Extend the use of the PYP Planner in the single subject areas to address the essential elements of the programme. 	<ul style="list-style-type: none"> ▪ All P-3 teaching staff to have team goals in PDPs to target ACM in Mathematics ▪ All 3-6 teaching staff to have team goals for writing in PDPs ▪ All staff to include peer observation as a strategy and form of evidence in PDPs ▪ All staff participating in regular and organised peer observation, coaching and feedback sessions ▪ Increased percentage of students demonstrating high levels of growth in writing, spelling & Numeracy (NAPLAN 3-5) ▪ Increased percentage of students achieving above the AUSVELS standard (increase Bs & As)
Engagement	Year 1 (2014)	<ul style="list-style-type: none"> ▪ 'Transdisciplinary Learning' workshop ▪ Staff attending PYP Regional Workshops 	<ul style="list-style-type: none"> ▪ Planning to reflect a more transdisciplinary approach to teaching and learning ▪ Collaborative planning between classroom and specialist teachers
	Year 2 (2015)	<ul style="list-style-type: none"> ▪ Thinking Routines – 'Making thinking visible' ▪ Implement strategies to further participate in the IB World Community 	<ul style="list-style-type: none"> ▪ Thinking routines to be included and discussed as evidence and strategies with teacher PDPs ▪ Staff attending and contributing at PYP Victoria 'Teach Meets', Network Meetings, Regional Workshops and Asia Pacific Conferences.
	Year 3 (2016)	<ul style="list-style-type: none"> ▪ Further development of inquiry learning practice (PYP Action Plan) ▪ Differentiation (PYP Action Plan) ▪ Implement strategies to further participate in the IB World Community 	<ul style="list-style-type: none"> ▪ Staff attending and contributing at PYP Victoria 'Teach Meets', Network Meetings, Regional Workshops and Asia Pacific Conferences.
	Year 4 (2017)	<ul style="list-style-type: none"> ▪ Develop and implement strategies to promote responsible action within and beyond the school community. (See PYP 	<ul style="list-style-type: none"> ▪ Staff attending and contributing at PYP Victoria 'Teach Meets', Network Meetings, Regional Workshops and Asia Pacific

		<p>Action Plan)</p> <ul style="list-style-type: none"> Personalised Learning (PYP Action Plan) Implement strategies to further participate in the IB World Community 	Conferences.
Wellbeing	Year 1 (2014)	<ul style="list-style-type: none"> Establish Positive Education working party and commence professional learning for staff and team (Resilience Project, Maria Ruberto, Geelong Grammar School) Join Boroondara/Manningham Positive Education Network Circle Time Training for staff 	<ul style="list-style-type: none"> Strategic Plan development that reflects Positive Education approach All staff exploring ways in which they can begin to implement Positive Education strategies into their classes
	Year 2 (2015)	<ul style="list-style-type: none"> Staff Development in using strengths based approach, mindfulness and gratitude to improve learning and wellbeing outcomes for students. Build staff capacity to ensure strong and consistent approach to restorative practice and classroom behaviour management is used. Whole School Positive Education model to be established (based on Martin Seligman's 'PERMA' and the Geelong Grammar Positive Education model (PERMA + H) Develop whole school Model for Positive Education with support from Boroondara/Manningham Positive Education Network Teams across the school to develop agreements that draw on the language and principles of positive education and psychology 	<ul style="list-style-type: none"> Staff reflection and action in response to professional learning (Positive Education) Development of ASPS model for Positive Education (ie PERMA +H) Positive Education to start to permeate into school's Programme of Inquiry (ie Strengths, Growth Mindset) All teams to have agreements that reflect the principles of positive education

	Year 3 (2016)	<ul style="list-style-type: none"> Whole School Positive Education model to be established (based on Martin Seligman's 'PERMA' and the Geelong Grammar Positive Education model (PERMA + H)) 	<ul style="list-style-type: none"> Development of ASPS model for Positive Education (ie PERMA +H) Positive Education to be lived and taught within school's Programme of Inquiry (ie Strengths, Growth Mindset) All teams to have agreements that reflect the principles of positive education
	Year 4 (2017)	<ul style="list-style-type: none"> Positive Education – embedding Positive Education into Programme of Inquiry 	<ul style="list-style-type: none"> Positive Education to be lived and taught within school's Programme of Inquiry (ie Strengths, Growth Mindset)
Productivity	Year 1 (2014)	<ul style="list-style-type: none"> Establish whole school Master Plan to establish school improvement priorities. School readiness in the event of capital works funding availability is critical. Sub-Program Budget Evaluation and Submission process to be established Refine budget development process with Finance Sub-Committee 	<ul style="list-style-type: none"> Processes for sub-program budget review and submissions are implemented School Council Finance Sub-Committee developed process for budget review and submissions
	Year 2 (2015)	<ul style="list-style-type: none"> Develop Internal Controls to ensure that budgeted expenditure is adhered to. Finance Sub-Committee to conduct finance audit of current expenditure to improve school's financial efficiency Explore online payment options for school fees and activities Policy Implementation (PYP Action Plan) 	<ul style="list-style-type: none"> Sub-program review and submission processes are implemented across the school budget review and development processes are implemented by School Council Administration expenditure is more closely matched to the budgeted allocation
	Year 3 (2016)	<ul style="list-style-type: none"> Policy review, development and implementation 	<ul style="list-style-type: none"> PYP Policies are implemented and reflected in teacher PDPs Sub-program expenditure is closely matched to sub-program budget
	Year 4	<ul style="list-style-type: none"> Policy review, development and implementation 	

	(2017)		
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