Drouin South Primary School
School Strategic Plan

2313
2015 - 2018

School Profile

Purpose

Drouin South Primary School is a learning community which is committed to excellence, where lifelong learning is valued and intends to equip students with the social and emotional skills to effectively become responsible, ethical and caring members of the Australian society. Drouin South Primary School aims to create a learning and pastoral environment which provides educational and social programs designed to develop and enhance the academic, physical, artistic and emotional skills of all students so they can be competent, multi-talented and responsible family members, employees and citizens.

Values

Respect	Independence	Engagement
• We are kind and considerate to all members of the school community. • We are polite and use appropriate language. • We are honest. • We look after school equipment, buildings and grounds. • We respect a teacher's 'right to teach' and a student's 'right to learn'.	• We take responsibility for our own learning and strive to become an independent lifelong learner. • We take responsibility to look after our friendships, relationships, health and behaviour. • We care for our belongings. • We practice self-control, including resilience.	• We attend school regularly. • We participate in classroom activities. • We participate in whole school activities. • We get along with others. • We welcome and accept diversity. • We are inclusive.

Environmental Context

The school was established in 1880 and is located approximately 5 km from Drouin on a site of 1.4hA. Approximately 85% of the students come from the growing township of Drouin with the remaining coming from Drouin South and outlying rural farming and small acreage communities. The school's enrolments have increased steadily from 141 students in 2003 to the current census enrolment of 200. The school has 9 grades averaging 22.22 students in each grade.

The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 972 which means there is less socio-educational advantage at this school compared to the state average of 1000. The school has a low percentage of Language Background Other Than English (LBOTE) families and less than 1% indigenous students. The families at Drouin South predominantly have an Anglo-Saxon background.

The school facilities underwent a significant upgrade during 2010 and 2011, including the new federally funded BER building. The BER building has six classrooms and three open learning spaces. The main school building houses the administrative offices, library, staffroom and four classrooms. The Art Craft/Community Centre has a canteen, a large art room, a withdrawal/meeting room and disabled toilet. The Visual Arts and Science programs use these facilities four days each week. This space is used daily for Before and After School Hours Care. Approximately 30% of families utilise Before and After School Care.

The school has had a significant change in its staffing profile with four graduate teachers employed and two experienced staff members taking family leave. The school successfully applied for a Supporting Professional Practice grant which has allowed the school to appoint a part-time teaching and learning coach. This program commenced in 2013 and has provided a much needed injection of experience into the teaching profile, especially in the key areas of literacy and numeracy.

Parent opinion surveys over the previous three years show a general satisfaction rating of 6.1 to 6.5 out of 7, well above the state average. Parent connectedness to the school is also well above state averages. The past three parent opinion surveys show high satisfaction with 15 of the 18 variables surveyed. There has been a drop in many of the variables in the Parent Opinion survey in 2014

Drouin South Primary School has a strong partnership with the two kindergartens in Drouin where 80% of prep enrolments previously attended. Over 90% of students attend Drouin Secondary College after grade six.

Due to significant student transfers to and from the school, 44% of students in grade six in 2014 did not attend this school in prep.

Service Standards
General

- *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
- *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.*
- *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
- *All students will receive instruction that is adapted to their individual needs.*

Specific

- *The school will respond to all communication by parents and caregivers within 2 working days.*
- *Parents will be encouraged to work in partnership with the school when their child does not behave in a socially acceptable manner.*
- *All teachers will provide timely and targeted feedback to students on their work.*

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."

Achievement

Goals	Targets	Key Improvement Strategies
Improve literacy and numeracy standards across the school by implementing an agreed, consistent, whole school approach to the teaching of reading, writing and numeracy.	To ensure one year of learning growth for each year of learning in literacy and numeracy for all students deemed capable. Improve the score in the **Learning focus** variable of the Parent Opinion Survey (POS) to the 75th quartile or above. Continue to improve the score in the Student Attitudes to School Survey 'Learning Confidence' factor by at least 0.2.each year.	• Document and implement the school's instructional model for curriculum delivery. • Review and repurpose PLT structures and processes to ensure they provide a forum for purposeful professional learning incorporating implementation of agreed whole school curriculum, student assessment and opportunities for moderation of student work. • Agreed whole school weekly planning document to be explicit in the delivery of whole school approach to developing student literacy and numeracy skills and knowledge.

Strategic Direction

Engagement

Goals	Targets	Key Improvement Strategies
Build a learning community through a culture of high expectations with all members of the school community taking responsibility for their own learning and that of others.	Student Attitude to School Survey **Learning Confidence** **School Connectedness** **Stimulating learning** **Student Motivation** The mean score for these factors will maintain or increase the current level above state mean scores for these areas. Parent Opinion Survey ***Student Motivation*** variable results showed an increase in Parent Opinion increase to 75th quartile or above ***Learning Focus*** variable of the Parent Opinion Survey (POS) increase to 75th quartile or above Staff Opinion Survey **School Connectedness** **Academic Emphasis** **Collective focus on Student Learning** **Collective responsibility** That each of these areas either maintain or increase to at least the 67th percentile.	• Documented whole school inquiry approach pedagogical model with provision for building teacher capacity to employ multimedia. • A culture of high expectations through rigour and challenge is practiced by all members of the learning community. • Development of a strong performance and development culture based upon establishing school wide non-negotiable approach to delivering learning for students. • Review and repurpose whole school coaching and peer observation.

Wellbeing

Goals	Targets	Key Improvement Strategies
Develop a culture of resilience where all members of the learning community take responsibility for their behaviour and learning.	Parent Opinion Survey **Classroom Behaviour** **Student Safety** Student Attitudes to School Survey **Student Distress** **Student Morale** **Classroom Behaviour** The mean score for these factors will maintain or increase the current level above state mean scores for these areas.	• Maintain and strengthen the school's Kids Matter policy and processes. • Review and update behaviour management and wellbeing policies. • Maintain and strengthen Chaplaincy program to support wellbeing. • Develop induction program for all members of the school community.

Productivity		
Goals	**Targets**	**Key Improvement Strategies**
To maximize the learning opportunities for all students through a review of the productivity of school budgets and allocation of resources.	Audit of curriculum shows a broadening in the learning opportunities offered across the curriculum areas. Teacher planning documents show effective time on task in literacy and numeracy. School Roles List demonstrates increased distribution of leadership responsibilities. <u>Staff Opinion Survey</u> **Collective Efficacy** **Trust in Colleagues** By 2017 the school mean for these factors will increase to at least the 67th percentile.	• Teacher planning documents reflect time on task in both literacy and numeracy. • Provision be made to maintain the Chaplaincy Program. • Provision to be made to maintain the coaching program. • Build leadership capacity of team leaders so they may facilitate and support the learning of others. • Annually review the role of Education Support staff (ES) ensuring their skills are best utilised to improve student learning outcomes.

School Strategic Plan 2015- 2018: Indicative Planner

ACHIEVEMENT Improve literacy and numeracy standards across the school by implementing an agreed, consistent, whole school approach to the teaching of reading, writing and numeracy.		Actions	Achievement Milestone
Key Improvement Strategies • **Document and implement the school's instructional model for curriculum delivery.**	Year 1	• Review curriculum documents at end of year to ensure they reflect AusVels and identify priorities at each year level in numeracy. • Establish non-negotiable whole school instructional model for the numeracy block auditing for delivery of identified priorities • Ensure alignment between School Strategic Plan (SSP) and Annual Implementation Plan (AIP) which are targeted and make explicit timelines for the achievement of actions. • Revisit use of a data tracking system and staff to be trained in use of Student Performance Analyser (SPA) for cohort collection of data for evidence	• Curriculum audit against AusVels completed. • Numeracy non-negotiable whole school instructional model is being adhered to in all classrooms. • SSP and AIP are revisited at the commencement of each school term. • An explicit timeline for the achievement of SSP and AIP actions is established. • Whole school data tracking system is being utilised.
	Year 2	• Establish non-negotiable whole school instructional model for the reading block and identify priorities at each year level in reading block. • Auditing for delivery of identified priorities at each year level.	• The non-negotiable whole school instructional model for reading is being adhered to in all classrooms. • Teachers to routinely work with data (including using SPA as evidence to inform the learning program.

		• Create whole school data wall to ensure teachers know and plan for the next level of learning for their students. • Continue to build AusVels knowledge, ensuring teacher planning is evidence based, using data for differentiation of planned learning program.	• Whole school to review student data at the beginning of each term to ensure differentiation. • Data wall for reading is created. • Planning documents show evidence of differentiation of the planned reading program.
	Year 3	• Develop whole school agreement in the delivery of writing across the year levels; especially in punctuation, grammar and text types.	• Whole school delivery of punctuation, grammar and text types is documented and implemented..
	Year 4	• Review the whole school documentation in literacy and numeracy to ensure consistency across all year levels and in all classrooms.	• Audit of classrooms shows a consistent approach in the delivery of literacy and numeracy.
• **Review and repurpose PLT structures and processes to ensure they provide a forum for purposeful professional learning incorporating implementation of agreed whole school curriculum, student assessment and opportunities for moderation of student work.**	Year 1	• Revisit protocols and develop success criteria for each Professional Learning Team (PLT) and ensure they are integral to PLT agenda. Develop common assessment tasks (CAT) for specific areas of numeracy at both junior and senior level PLTs	• PLT protocols established reflecting agreed non-negotiable actions are established assisting staff to hold themselves and colleagues to account.
	Year 2	• Continue regular attendance at PLT meetings and use of action cycle of Professional Learning through learning logs. • Develop common assessment tasks for literacy that reflect Ausvels progression points.	• Learning logs from PLT meetings demonstrate professional learning through an action cycle. • CATs are documented and used to inform PLTs of student understanding in literacy.
	Year 3	• Use student assessment and moderation of student work to maintain the focus of the PLT meetings on continual improvement of teacher practice.	• Learning logs from PLT meetings demonstrate professional learning through an action cycle

	Year 4	• Evaluate Professional Learning Teams to ensure there is purposeful professional learning around implementation of the curriculum, student assessment and moderation.	• Evaluation of PLTs completed and report compiled.
• **Agreed whole school weekly planning document to be explicit in the delivering of whole school approach to developing student literacy and numeracy skills and knowledge.**	Year 1	• Implementation of school wide teacher planning document incorporating explicit "student friendly" learning intention and success criteria for numeracy.	▪ All teachers are adhering to using the agreed planning document in numeracy.
	Year 2	• Implementation of school wide teacher planning document incorporating explicit "student friendly" learning intention and success criteria for reading. • Review and revise the learning intention and success criteria established in Year 1 for numeracy.	▪ All teachers are adhering to the agreed planning document in reading. ▪ Revised numeracy document completed.
	Year 3	• Implementation of school wide teacher planning document incorporating explicit "student friendly" learning intention and success criteria for writing and word work. • Review and revise the learning intentions and success criteria established in Years 1 and 2 for numeracy and reading.	▪ All teachers are adhering to the agreed planning document in writing and word work. ▪ Revised numeracy and reading document completed.
	Year 4	• Continue to improve on the learning intentions and success criteria used in weekly planning documents as students and teachers become familiar with vocabulary explicitly at each year level.	▪ Updated learning intention and success criteria are available in both literacy and numeracy for students and teachers to use across all year levels.

ENGAGEMENT **Build a learning community through a culture of high expectations with all members of the school community taking responsibility for their own learning and that of others.**		**Actions**	**Achievement Milestone**
Key Improvement Strategies	Year 1	• Audit the current level of student voice in classrooms. • Investigate the school community's beliefs about inquiry and the use of multimedia.	• Benchmark level of student voice identified.. • Survey of school community beliefs about Inquiry Approach completed.
• **Documented whole school inquiry approach pedagogical model with provision for building teacher capacity to employ multimedia.**	Year 2	• Investigate and document a whole school Inquiry model that fits the Drouin South community needs. • Trial aspects of Inquiry Approach at different year levels.	• Research into whole school inquiry approach completed and presented to staff for discussion • Inquiry Approach document completed ready for use.
	Year 3	▪ Implement the agreed, whole school Inquiry Approach from F – 6.	• Planning documents for Inquiry Learning reflect whole school consistent approach.
	Year 4	▪ Continue whole school Inquiry Approach from F-6 ▪ Review the effectiveness of this approach.	• Students able to articulate their inquiry learning. • Students have greater voice in what they learn.
• **A culture of high expectations through rigour and challenge is practiced by all members of the learning community.**	Year 1	• Investigate characteristics of a good learner through student feedback loops and student voice to inform learning. (Visible Learning) • Investigate creating a school and individual classroom culture of high expectations. • Establish learning intentions and success criteria for numeracy that are visible for students.	• School community have a common understanding of the characteristics of a good learner. • Students are able to articulate their learning goals based on formative assessments in numeracy. • Learning intentions and success criteria are visible for students during numeracy.
	Year 2	• Investigate student led conferences to incorporate student voice in preparation for three way conferences	• Resources gathered/developed about student led conferences.

		• Establish learning intentions and success criteria for reading that are visible for students.	• Students are able to articulate their learning goals based on formative assessments in reading.
	Year 3	• Implement student led conferences. • Review and develop annual assessment schedule	• Parent, teacher and student forums conducted.
	Year 4	• Review and refine the format of student led conferences.	• Two student led conferences are held across the school in terms one and three.
• **Development of a strong performance and development culture based upon establishing a school wide non-negotiable approach to delivering learning for students.**	Year 1	• Performance and development (P & D) plans are shared to ensure alignment with key school improvement documents. • Use PLT structure to develop agreed assessments which serve as formative and summative assessment tools in numeracy. • Develop an agreed whole school assessment schedule.	▪ Professional practice smart goals show evidence of school wide approach to delivering learning in numeracy. ▪ Common assessment tasks in numeracy developed during PLTs to determine ZPD of students in different mathematical concepts. ▪ Whole school assessment schedule agreed to and published.
	Year 2	• Use PLT structure to develop agreed assessments which serve as formative and summative assessment tools in reading. • Continue to work collaboratively to ensure links between individual goals in P & D plans and the school priorities.	• Use of learning logs in English PLTs to deliver targeted learning for students in reading. • Strong links exist between individual and team goals, and the school's key improvement strategies.
	Year 3	• Use PLT structure to develop agreed assessments which serve as formative and summative assessment tools in writing and word study. • Moderation of individual P & D goals to ensure they are smart and there is alignment to the school's key improvement.	• Use of learning logs in English PLTs to deliver targeted learning for students in writing and word study. • Teacher P & D smart goals reflect working towards the implementation of non-negotiable teaching practices across the curriculum.

	Year 4	• Review the school's practices and processes to ensure the consistent delivery of learning.	• Strategic review affirms a consistent non-negotiable approach to delivering learning for students.
• **Review and repurpose whole school coaching and peer observation.**	Year 1	▪ Repurpose Peer Coaching as part of P & D Culture developing Protocols and Processes. ▪ Ensure feedback through reflection is integral in Peer Observation process. ▪ Concentrate school coaching on implementing the numeracy non-negotiables.	▪ Protocols and Processes for Peer Coaching are documented. ▪ Feedback and reflection is fundamental to the Protocols and Processes. ▪ Numeracy learning delivered in a consistent way across the school.
	Year 2	▪ Implement agreed Peer Coaching Protocols and Processes. ▪ Concentrate school coaching on implementing the reading non-negotiables.	▪ Peer Coaching records show evidence of adherence to established protocols and processes. ▪ Reading learning delivered in a consistent way across the school.
	Year 3	▪ Continue peer coaching to support staff in the effective delivery of numeracy and literacy. ▪ Differentiate school coaching in the implementation of the writing and wordstudy non-negotiables according to individual needs.	▪ Peer Coaching records show evidence of continuing improved teaching through quality questioning and reflective practices. ▪ Writing and Word study learning delivered in a consistent way across the school.
	Year 4	Review the level of effective implementation of non-negotiables across the school in both litetracy and numeracy.	The level of success in the implementation of non-negotiables is recognised and acknowledged by the teaching staff.

WELLBEING **Develop a culture of resilience where all members of the learning community take responsibility for their behaviour and learning.**		Actions	Achievement Milestones
Key Improvement Strategies • **Maintain and strengthen the school's Kids Matter policy and processes.**	Year 1	• Implement component 2 of the KidsMatter initiative. • Develop staff knowledge of social and emotional learning. • Continue with the KidsMatter action team to ensure community support for this program.	▪ Successful completion of Component 2 by all staff.
	Year 2	• Implement component 3 of the KidsMatter program. • Develop staff and community knowledge of parenting support and education. • Continue with KidsMatter kids team	▪ Successful completion of Component 3 by all staff. ▪ Completion of parent survey on KidsMatter program. ▪ Completion of staff survey on KidsMatter program.
	Year 3	• Implement component 4 of the KidsMatter program. • Develop staff and community knowledge of early intervention for students experiencing mental health difficulties. • Review results of parent and staff surveys.	▪ Successful completion of Component 4 by all staff. ▪ Survey report reflects feelings of belonging, connectedness, inclusion and participation within the school community.
	Year 4	• Apply for KidsMatter accreditation. • Prepare documentation and evidence required. • Continue to build all staff capacity in the understanding and implementation of all KidsMatter components. • Using the KidsMatter portal. • Plan for the continuous improvement and sustainability of the program.	▪ Successful KidsMatter accreditation and recognition. ▪ Well-being factors from Student Attitudes to School Survey: Student Distress, Student Morale, Classroom Behaviour show maintained or increased levels across the duration of the strategic plan.

• **Review and update behaviour management and wellbeing policies**	Year 1	▪ Review of protocols in place for behaviour management at Drouin South Primary School. ▪ Ensure all staff, including casual staff, has a written list of protocols.	▪ Reviewed behaviour management protocols are in place. ▪ Written list of behaviour protocols is available for all staff.
	Year 2	▪ Review of well-being policy to ensure it is in line with our KidsMatter philosophy. ▪ Train staff on the use of Sentral for reporting, attendance and behaviour.	▪ Well- Being policy reflects our KidsMatter philosophy. ▪ Staff trained to use Sentral.
	Year 3	▪ Improve tracking of student behaviour and attendance data through the use of Sentral well-being package.	▪ At risk students identified more readily through use of Sentral.
	Year 4	▪ Review of all attendance, classroom and playground behaviour records.	▪ Strategic review affirms all practices and well-being approaches to maximise student participation and success at every year level.
• **Develop induction program for all members of the school community.**	Year 1	▪ Audit current Induction Programs for all members of the school community ▪ Allocate time for new staff and mentors to meet.	▪ Staff opinion survey factor on induction to improve.
	Year 2	▪ Develop and document induction protocols and processes for new staff to the school.	▪ Staff opinion survey factor on induction to improve.
	Year 3	▪ Develop and document induction protocols and processes for new students and families to the school.	▪ Induction documents developed and in use for new students and families to the school.
	Year 4	▪ Review and evaluate the success of our induction programs.	▪ Staff opinion survey factor on induction shows improvement over the four years. ▪ Feedback forms from new families affirm the success of our induction program. ▪
	Year 1	▪ Inclusion of chaplain on the KidsMatter action team	▪ Chaplain's involvement in the KidsMatter action team evident in minutes of meetings.

• **Maintain and strengthen Chaplaincy program to support wellbeing.**	Year 2	▪ Get feedback on the Chaplaincy program.	▪ Survey results recorded and area identified for action.
	Year 3	▪ Action taken to implement findings from survey result ▪ Get feedback on the Chaplaincy program	▪ Survey results recorded and area identified for next action.
	Year 4	▪ Action taken to implement findings from survey result ▪ Get feedback on the Chaplaincy program.	▪ Survey results recorded and key improvement strategies identified for the next strategic plan.

PRODUCTIVITY **To maximize the learning opportunities for all students through a review of the productivity of school budgets and allocation of resources.**		Actions	Achievement Milestone
Key Improvement Strategies - **Teacher planning documents reflect time on task in both literacy and numeracy.**	Year 1	▪ Audit of planning documents	▪ Audit shows time on task in literacy and numeracy.
	Year 2	▪ Review of planning documents	▪ Documents show effective time on task in both literacy and numeracy.
	Year 3	▪ Review of planning documents	▪ Documents show effective time on targeted tasks in both literacy and numeracy.
	Year 4	▪ Review of planning documents	▪ Documents show time on task with differentiation in both literacy and numeracy.
- **Provision made to maintain the Chaplaincy Program.**	Year 1	▪ Allocate additional funding from school resources budget to fully fund program.	▪ Successful annual review of the chaplaincy program ▪ Satisfactory result of chaplaincy survey to community stakeholders.
	Year 2	▪ Allocate additional funding from school resources budget to fully fund program. ▪ Apply for continuation of the program from DET. for the remainder of the four year funding cycle.	▪ Successful annual review of the chaplaincy program ▪ Satisfactory result of chaplaincy survey to community stakeholders. ▪ Successful application for continued funding from DET.
	Year 3	▪ Allocate additional funding from school resources budget to fully fund program.	▪ Successful annual review of the chaplaincy program. ▪ Satisfactory result of chaplaincy survey to community stakeholders.
	Year 4	▪ Allocate additional funding from school resources budget to fully fund program.	▪ Future planning for the continuation of the Chaplaincy program is completed.

		▪ Evaluate the resourcing of the current chaplaincy program against the need for well-being services across the school community.	
• **Provision to be made to maintain the coaching program.**	Year 1	▪ Allocation of 0.2 time fraction for whole school coaching program. ▪ Timetabling changes made to allow for peer coaching between coaching buddies.	▪ Coaching schedule demonstrates time allocation for each classroom teacher in numeracy.
	Year 2	▪ Allocation of 0.2 time fraction for whole school coaching program. ▪ Timetabling changes made to allow for peer coaching between coaching buddies.	▪ Coaching schedule demonstrates time allocation differentiated to best help staff meet non-negotiables in reading
	Year 3	▪ Allocation of 0.2 time fraction for whole school coaching program. ▪ Timetabling changes made to allow for peer coaching between coaching buddies.	▪ Coaching schedule demonstrates time allocation differentiated to best help staff meet non-negotiables in writing and word work.
	Year 4	▪ Allocation of 0.2 time fraction for whole school coaching program. ▪ Timetabling changes made to allow for peer coaching between coaching buddies. ▪ Evaluate the effectiveness of the coaching program by gauging the extent to which staff have built upon their capacity to deliver curriculum effectively to achieve improved student outcomes.	▪ The Staff Opinion Survey shows that by 2017, the school mean for these factors will increase to at least the 67th percentile; Collective Efficacy and Trust in Colleagues. ▪ The student achievement in literacy and numeracy in Naplan will have shown improvement over the duration of this Strategic Plan.
▪ **Build leadership capacity of team leaders so they may facilitate and support the learning of others.**	Year 1	▪ Leadership Team to participate in the Bastow Institute of Educational Leadership course, Creating A High Performance Learning Culture, to develop and implement agreed whole school approach to planning the delivery of maths and literacy curriculum ▪ Ensure Australian Institute for Teaching and School Leadership (AITSL) Standards and school priorities are reflected in all teaching and ES staff P & D Culture plans.	• Successful completion of the Bastow course by the leadership team. • P&D plans of all staff reflect goals leading to growth against the AITSL standards. • Role statements for specific roles are created.

		▪ Develop specific role statements to provide clarity, direction and greater accountability for all staff.	
	Year 2	▪ Implement some strategies from 2015 Educational leadership course.	▪ Increase in the Collective Efficacy component of the Staff Opinion Survey.
	Year 3	▪ Continue to develop strategies leading to creation of a high performance learning culture.	▪ Evidence of a wider spread of leadership across school responsibilities.
	Year 4	▪ Review progress in development of the school's learning culture and continue to build on this work. ▪ Continue to invest in leadership development and staff professional learning.	▪ Review to show evidence of a cultural shift towards a high performance learning culture.
▪ **Annually review the role of ES ensuring their skills are best utilised to improve student learning outcomes.**	Year 1	▪ Allocate a leadership role to coordinate the ES ▪ Implement ILPs for all funded children to ensure ES staff know how best to use time. ▪ Review the current provision of ES staff across school to maximise student learning outcomes.	▪ ILPs reflect specific learning goals and strategies for each child ▪ Staff opinion survey shows improvement in Collective Efficacy component for all staff. ▪ Review is completed and documented.
	Year 2	▪ ES co-ordinator to meet regularly with those staff to ensure review recommendations are being followed through. ▪ Review the current provision of ES staff across school to maximise student learning outcomes	▪ Meeting time allocated for coordinator and ES staff. ▪ ILPs reflect specific learning goals and strategies for each child ▪ Staff opinion survey shows improvement in Collective Efficacy component for all staff.
	Year 3	▪ Review the current provision of ES staff across school to maximise student learning outcomes	▪ Students at risk show improved learning outcomes through achievement of goals in their individual learning plans.
	Year 4	▪ Review the current provision of ES staff across the school to maximise student learning outcomes for at risk students.	▪ Staff opinion survey shows improvement in Collective Efficacy component for all staff. ▪ Students at risk show improved learning outcomes through achievement of goals in their individual learning plans.