

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Elizabeth Craig [date][name] [date][name] [date]
School council: Hayley Davis [date][name] [date][name] [date]
Delegate of the Secretary: Anne Cunniff [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To provide a caring and inspiring learning environment which prepares all students with the potential for a successful further education and employment. For every student to be an effective participant in a global society.	<p><i>The following Values are integral to all attitudes, behaviours and learning at Specimen Hill Primary School.</i></p> <ul style="list-style-type: none"> Respect- recognising and accepting individual differences and valuing our environment and belongings. Honesty- to think and act with integrity. Excellence-Striving for the best that we can achieve by putting in our best effort at all times. Persistence-Never giving up but striving to achieve a positive result. Resilience-An ability to bounce back when obstacles get in the way. 	<p>Specimen Hill P S is a picturesque school situated in Golden Square- a suburb of Bendigo. It is positioned in the North Western region of Victoria. The school demographic has changed slightly over recent years and is now drawn from an aged public housing estate, many rental homes and some older and new development housing. The school's SFO has been at 0.68 for many years and has just recently been readjusted to 0.58 for 2016. Most families in the community work in partnership with the school to endeavour to provide the best opportunities for their children. On entry to the school many students have low oral language and preparedness for school.</p> <p>Currently the school has 285 students and operates on 13 classrooms with 4 specialist areas- Chinese, Art, PE and Music and 2 Reading Recovery teachers. The school has a sister school relationship with Xing Hai in China and reciprocal visits by students from both schools occurs. The 'Speci Wellbeing Program' underpins all behaviour and teaching and learning across the school and it is complemented by the 5 school Values.</p> <p>The school has a dedicated School Improvement Officer who provides Coaching for all staff and works with PLTs for weekly timetabled planning sessions to provide consistency in T&L across the school. The school has a culture of high expectations for all members of the community.</p>	<p>Our Intent</p> <ul style="list-style-type: none"> To enhance the capacity of teachers to facilitate independent and curious learners. To cater for a diverse learning community. To provide an inclusive, safe and engaging learning environment. <p>Our Rationale</p> <ul style="list-style-type: none"> Teachers will have a deeper understanding of the diverse needs of each student and implement programs that cater for these needs. Staff capacity will increase with a positive impact on student outcomes and in particular, their ability to think critically and creatively. The provision of rich and authentic learning experiences will improve student collaboration, motivation and engagement. Embedding of the Values will ensure clarity for all members of the community Student aspirations for their futures will grow. Student outcomes will improve. Attendance data will improve. <p>Our Priorities and Focus Area.</p> <ul style="list-style-type: none"> We have chosen to link our Key Improvement Strategies to each of the priorities and initiatives outlined in the <i>Framework for Improving Student Outcomes</i> (FISO). We will encompass all of the 6 initiatives over the next 4 years.

Four-year goals	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																										
Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through the facilitation of improved teaching and curriculum planning resulting in improved student outcomes.	<p>Excellence in Teaching and Learning Building practice excellence Curriculum planning and assessment.</p> <p>Professional Leadership Building leadership capacity</p>	<ol style="list-style-type: none"> Continue to build teacher capacity in the area of creative and critical thinking. Update the Integrated units in line with Vic Curriculum and in line with more engaging, inquiry based learning. Develop rubrics to focus on teacher practice. Engage students to apply learning through a variety of rich tasks including authentic experiences. 	<p>By the end of 2018, the percentage of students achieving below & above the expected level in Teacher Judgements</p> <table border="1"> <thead> <tr> <th colspan="5">Teacher Judgements: <i>% students below and above expected level</i></th> </tr> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">Above</th> </tr> <tr> <th>Mode</th> <th>2015</th> <th>2018</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>R and V</td> <td>8.7</td> <td>5.0</td> <td>51.6</td> <td>55.0</td> </tr> <tr> <td>S and L</td> <td>3.6</td> <td>3.0</td> <td>32.3</td> <td>40.0</td> </tr> <tr> <td>Writing</td> <td>11.2</td> <td>10.0</td> <td>26.4</td> <td>30.0</td> </tr> <tr> <td>M and G</td> <td>6.1</td> <td>5.0</td> <td>22.3</td> <td>30.0</td> </tr> <tr> <td>N and A</td> <td>7.3</td> <td>5.0</td> <td>34.3</td> <td>40.0</td> </tr> <tr> <td>S and P</td> <td>5.8</td> <td>5.0</td> <td>18.8</td> <td>25.0</td> </tr> </tbody> </table> <p>By the end of 2018, the NAPLAN Relative Growth will be:</p> <table border="1"> <thead> <tr> <th colspan="5">NAPLAN <i>% students below and above expected level</i></th> </tr> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">Above</th> </tr> <tr> <th>Mode</th> <th>2015</th> <th>2018</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32.0</td> <td>8.0</td> <td>28.0</td> <td>35.0</td> </tr> <tr> <td>Spelling</td> <td>4.2</td> <td>5.0</td> <td>25.0</td> <td>35.0</td> </tr> <tr> <td>Writing</td> <td>26.1</td> <td>20.0</td> <td>26.1</td> <td>30.0</td> </tr> <tr> <td>G and P</td> <td>33.3</td> <td>15.0</td> <td>25.0</td> <td>35.0</td> </tr> <tr> <td>Numeracy</td> <td>16.0</td> <td>12.0</td> <td>28.0</td> <td>35.0</td> </tr> <tr> <td>Writing</td> <td>26.1</td> <td>20.0</td> <td>26.1</td> <td>30.0</td> </tr> </tbody> </table>	Teacher Judgements: <i>% students below and above expected level</i>						Below		Above		Mode	2015	2018	2015	2018	R and V	8.7	5.0	51.6	55.0	S and L	3.6	3.0	32.3	40.0	Writing	11.2	10.0	26.4	30.0	M and G	6.1	5.0	22.3	30.0	N and A	7.3	5.0	34.3	40.0	S and P	5.8	5.0	18.8	25.0	NAPLAN <i>% students below and above expected level</i>						Below		Above		Mode	2015	2018	2015	2018	Reading	32.0	8.0	28.0	35.0	Spelling	4.2	5.0	25.0	35.0	Writing	26.1	20.0	26.1	30.0	G and P	33.3	15.0	25.0	35.0	Numeracy	16.0	12.0	28.0	35.0	Writing	26.1	20.0	26.1	30.0
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