

# Glen Waverley Primary School

## 01 - 5425

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## Annual Implementation Plan 2015

Based on Strategic Plan developed for 2013 -2016.

**Our Purpose:**

To develop individuals who:

- Learn about themselves and the world around them
- Grow to become effective members of the community now and in the future
- Achieve personal fulfilment and a love of lifelong learning.



<b>Endorsement by School Council</b>	Insertion of a tick ( ✓ ) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	
<b>Endorsement by Regional Network Leader</b>	Insertion of a tick ( ✓ ) in the next column indicates that the Regional Network Leader has endorsed this Annual Implementation Plan	

**Our Values:**  
**Caring, Inclusion, Respect,**  
**Integrity, Responsibility**  
**and Initiative**

- Our Philosophy:**
- 1. The Students are at the centre of everything we do**
  - 2. Building staff capacity is paramount**
  - 3. Everything we do is based on research and a whole school approach.**

# Strategic Intent

## Student Learning:

Goals	School Strategic Plan Targets	One Year Targets																																																								
<p>To develop our students as interactive global learners and improve student achievement across the curriculum with a particular focus on English and Mathematics.</p>	<p><b>NAPLAN:</b> By 2016 to improve the percentage of students in the top two in NAPLAN as follows:</p> <table border="1" data-bbox="689 347 1238 619"> <thead> <tr> <th></th> <th></th> <th>2012 (Benchmark)</th> <th>2016 (Target)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Year 3</td> <td>68</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>Year 3</td> <td>84</td> <td>90</td> </tr> <tr> <td>Numeracy</td> <td>Year 3</td> <td>59</td> <td>80</td> </tr> <tr> <td>Reading</td> <td>Year 5</td> <td>49</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>57</td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>Year 5</td> <td>68</td> <td>80</td> </tr> </tbody> </table>			2012 (Benchmark)	2016 (Target)	Reading	Year 3	68	80	Writing	Year 3	84	90	Numeracy	Year 3	59	80	Reading	Year 5	49	80	Writing	Year 5	57	80	Numeracy	Year 5	68	80	<table border="1" data-bbox="1375 288 2013 560"> <thead> <tr> <th></th> <th></th> <th>2013 (Benchmark)</th> <th>2014 (Target)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Year 3</td> <td>61</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>Year 3</td> <td>88</td> <td>90</td> </tr> <tr> <td>Numeracy</td> <td>Year 3</td> <td>76</td> <td>80</td> </tr> <tr> <td>Reading</td> <td>Year 5</td> <td>44</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>47</td> <td>75</td> </tr> <tr> <td>Numeracy</td> <td>Year 5</td> <td>54</td> <td>75</td> </tr> </tbody> </table>			2013 (Benchmark)	2014 (Target)	Reading	Year 3	61	80	Writing	Year 3	88	90	Numeracy	Year 3	76	80	Reading	Year 5	44	75	Writing	Year 5	47	75	Numeracy	Year 5	54	75
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<p><b>National Minimum Standard</b> To reduce the number of students deemed capable achieving below the National Minimum Standard to zero by 2016</p>	<p>To have NO child, who is deemed capable, achieving below the National Minimum Standard.</p>																																																									
<p><b>Matched Cohort:</b> For the matched cohort growth to be above the State and indicate a growth of at least 100 in all areas of NAPLAN data by 2016.</p> <table border="1" data-bbox="584 884 1341 1110"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2009-2011</th> <th colspan="2">2010 – 2012</th> <th rowspan="2">Target</th> </tr> <tr> <th>GWPS</th> <th>State</th> <th>GWPS</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56.2</td> <td>73.7</td> <td>83</td> <td>73</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>Not Av</td> <td></td> <td>81</td> <td>61</td> <td>100</td> </tr> <tr> <td>Numeracy</td> <td>109.6</td> <td>87.9</td> <td>118</td> <td>87</td> <td>120</td> </tr> </tbody> </table>		2009-2011		2010 – 2012		Target	GWPS	State	GWPS	State	Reading	56.2	73.7	83	73	100	Writing	Not Av		81	61	100	Numeracy	109.6	87.9	118	87	120	<p>For the matched cohort growth to be above the State and indicate a growth of at least 100 in all areas of NAPLAN.</p> <table border="1" data-bbox="1375 935 2013 1106"> <thead> <tr> <th></th> <th></th> <th>2013 (Benchmark)</th> <th>2014 (Target)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Year 5</td> <td>59</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>64</td> <td>100</td> </tr> <tr> <td>Numeracy</td> <td>Year 5</td> <td>73</td> <td>100</td> </tr> </tbody> </table>			2013 (Benchmark)	2014 (Target)	Reading	Year 5	59	100	Writing	Year 5	64	100	Numeracy	Year 5	73	100													
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**Student Learning:**

Goals	School Strategic Plan Targets	One Year Targets
<p><b>To develop our students as interactive global learners and improve student achievement across the curriculum with a particular focus on English and Mathematics.</b></p>	<p><b><u>Teacher Judgements:</u></b>  <u>English</u>                      To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in Reading, Writing and Speaking and Listening.</p>	<p>To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in Reading, Writing and Speaking and Listening.</p>
	<p><b><u>Maths:</u></b>                      To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Mathematics.</p>	<p>To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Mathematics</p>
	<p><b>Maths:</b>                      To have the mean score for “Measurement, Chance and Data” and “Working Mathematically” to be within 0.05 of the mean score for Number in each year to 2016 across all year levels.</p>	<p>To have the mean score for “Measurement, Chance and Data” and “Working Mathematically” to be within 0.05 of the mean score for Number in each year to 2016 across all year levels.</p>
	<p><b><u>Science:</u></b>                      To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Science.</p>	<p>To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of Science</p>

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<p><b>To develop our students as interactive global learners and improve student achievement across the curriculum with a particular focus on English and Mathematics.</b></p>	<p><u>ICT:</u> To have 100% of deemed capable students performing at their expected standard and at least 80% above their expected standard in all areas of ICT by 2016.</p>	<p><b>Target 1:</b> Aim for at least 100% of students to be “at or above” the expected standard in ICT</p> <p><b>Target 2:</b> Aim for at least 75% of students in all year levels to be above the expected standard</p> <p>Nb. Prep students are not assessed in ICT and it is not possible for a Year 2 Student to achieve an A or B in ICT.</p> <table border="1" data-bbox="1160 470 1935 1327"> <thead> <tr> <th></th> <th colspan="2">At or above the expected standard</th> <th colspan="2">Above the expected standard</th> </tr> <tr> <th></th> <th>2013 Results</th> <th>2014 Target</th> <th>2013 Results</th> <th>2014 Target</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2013 Foundation Not assessed</td> <td>100%</td> <td>2013 Foundation Not assessed</td> <td>80%</td> </tr> <tr> <td>Year 2</td> <td>2013 Year Ones 97%</td> <td>100%</td> <td>2013 Year Ones 45%</td> <td>80%</td> </tr> <tr> <td>Year 3</td> <td>2013 Year Twos 100%</td> <td>100%</td> <td>2013 Year Twos NA</td> <td>80%</td> </tr> <tr> <td>Year 4</td> <td>2013 Year Threes 98%</td> <td>100%</td> <td>2013 Year Threes 78%</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>2013 Year Fours 100%</td> <td>100%</td> <td>2013 Year Fours 66%</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>2013 Year Fives 100%</td> <td>100%</td> <td>2013 Year Fives 95%</td> <td>98%</td> </tr> </tbody> </table>					At or above the expected standard		Above the expected standard			2013 Results	2014 Target	2013 Results	2014 Target	Year 1	2013 Foundation Not assessed	100%	2013 Foundation Not assessed	80%	Year 2	2013 Year Ones 97%	100%	2013 Year Ones 45%	80%	Year 3	2013 Year Twos 100%	100%	2013 Year Twos NA	80%	Year 4	2013 Year Threes 98%	100%	2013 Year Threes 78%	85%	Year 5	2013 Year Fours 100%	100%	2013 Year Fours 66%	80%	Year 6	2013 Year Fives 100%	100%	2013 Year Fives 95%	98%
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## Student Engagement and Wellbeing

Goals	School Strategic Plan Targets	One Year Targets																																													
<p><b>To improve student engagement and wellbeing with a particular focus on peer connectedness</b></p>	<p><b>Student Absences:</b> For the student absence data to be at or below the State.</p> <table border="1" data-bbox="645 325 976 667"> <thead> <tr> <th>Year Level</th> <th>Benchmark (2011)</th> </tr> </thead> <tbody> <tr><td>Prep</td><td>23.8</td></tr> <tr><td>One</td><td>14.2</td></tr> <tr><td>Two</td><td>19.3</td></tr> <tr><td>Three</td><td>14</td></tr> <tr><td>Four</td><td>15.2</td></tr> <tr><td>Five</td><td>11.4</td></tr> <tr><td>Six</td><td>11.9</td></tr> <tr><td>Overall</td><td>15</td></tr> </tbody> </table>	Year Level	Benchmark (2011)	Prep	23.8	One	14.2	Two	19.3	Three	14	Four	15.2	Five	11.4	Six	11.9	Overall	15	<p>For the student absence data to be at or below the State in 2014.</p> <table border="1" data-bbox="1335 300 1839 639"> <thead> <tr> <th>Year Level</th> <th>2013 School Data</th> <th>2013 State Data</th> </tr> </thead> <tbody> <tr><td>Prep</td><td>13.76</td><td></td></tr> <tr><td>One</td><td>13.47</td><td></td></tr> <tr><td>Two</td><td>13.87</td><td></td></tr> <tr><td>Three</td><td>12.76</td><td></td></tr> <tr><td>Four</td><td>12.99</td><td></td></tr> <tr><td>Five</td><td>11.08</td><td></td></tr> <tr><td>Six</td><td>11.97</td><td></td></tr> <tr><td>Overall</td><td>12.84</td><td></td></tr> </tbody> </table>	Year Level	2013 School Data	2013 State Data	Prep	13.76		One	13.47		Two	13.87		Three	12.76		Four	12.99		Five	11.08		Six	11.97		Overall	12.84	
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## Student Pathways and Transitions

Goals	Targets	One Year Targets
<p>To improve learning pathways and transitions for students coming into, re-entering and moving beyond the school.</p>	<p>To maintain the:</p> <ul style="list-style-type: none"> <li>- Transitions and</li> <li>- General Satisfaction</li> </ul> <p>variables of the Parent Opinion Survey in the 4<sup>th</sup> quartile</p>	<p>For the General Satisfaction and Transition variable to remain in the 4<sup>th</sup> quartile.</p>

## Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<b>Student Learning</b>  <b>Literacy (English)</b>	<b>Continued development of WSA to reading.</b> -Induction for new staff in; *assessment using Fountas and Pinnell. *CAFÉ Menu * Reading Strategies * Conferring with students, setting and tracking individual reading goals. -Collegiate visits -Consolidate and refine classroom libraries. - PL with Steve Willy - Increase professional reading resources - A review of student data to reflect on program effectiveness.	English Budget  Collegiate Program Budget  GradeXpert Subscription	English SSP Team, Collegiate Program Leader, and Leadership Team	Throughout the year including professional reading, school visits, PL, Curriculum Day and after school PL sessions	All staff including the English SSP Team to develop their professional knowledge of this approach. All classrooms to use CAFÉ wall and anchor charts to support student learning All students to have a reading learning goal. All students to be tested using Fountas & Pinnell at the end of Semester 1 and 2.
	<b>To embed and continue to develop our WSA to Writing</b> - Review the GWPS Writing Scope and Sequence documentation. - Reflect on staff feedback on writing block structures and models to inform and devise a GWPS model. - Develop a structured model for	English Budget  PL Budget	English SSP Team and Leadership Team	Throughout the year including professional reading, school visits, PL, Curriculum Day and after school PL sessions	All teaching staff to target this area in some way in their PDP. All classrooms to use VOICES wall and anchor charts to support student learning All students to have a writing learning goal.

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<b>Student Learning</b>  <b>Literacy (English)</b>	writing planners modelled on WSA to Writing. Include a reference to the writers workshop model VOICES ( 6+1traits) - Include writing documents in curriculum folder. - Continued PL with Steve Willy				
	<b>Reading Eggs &amp; Spellodrome</b> To ensure Reading Eggs and Spellodrome are included effectively in classroom and home learning programs. - Ensure that planning documents include these programs.	English Budget	English SSP Team and Leadership Team	Throughout the year including professional reading, school visits, PL, Curriculum Day and after school PL sessions	The Reading Eggs and Spellodrome programs are being used in all classrooms and also part of the school's Home Learning program
	<b>Spelling &amp; Grammar</b> To create a new Scope and Sequence document that encompasses Spelling and Grammar. - It needs to compliment Fountas and Pinnell aa well as Ausvels Criteria. - Trial Spellodrome as a whole school assessment tool. - Utilise Staff feedback to reflect on existing Scope & Sequence and maximise staff input and ownership when developing the new document.	English Budget	English SSP Team and Leadership Team	Throughout the year including professional reading, school visits, PL, Curriculum Day and after school PL sessions	The existing program has been reviewed and redeveloped to meet our student's needs and include grammar . Teachers provided with additional resources to implement the school's spelling/grammar guidelines. Students provided with opportunities to participate in internal and external spelling competitions.
	Develop teacher library to support strategies for WSA's in English	English Budgets	English PSSP Team and whole staff	Throughout the year	The existing S&S is revised and fully implemented across the school



<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions)</b> the activities and programs required to progress the key improvement strategies	<b>How (Resources)</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b>Student Learning</b>  <b>Literacy (English)</b>	To ensure EAL learners are supported within programs. - PL for staff - Develop resources for EAL learners	EAL Budget – to continue adding to the classroom EAL kit PL Budget if required	EAL Team Leader, EAL Teachers, English SSP Team and Level Leaders	Throughout the year	All staff fully aware of how to implement the EAL program including the use of the assessment schedule, EAL kit and this information is subsequently used in classroom practices as depicted in work programs.
	To build a resource within the library of multi-lingual texts	Library & English Budgets	Librarian and English Team	Throughout the year	This resource will begin to build over 2015

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p><b><u>Student Learning</u></b></p> <p><b>Numeracy (Maths)</b></p>	To develop a WSA to teaching Mathematics, based upon research and a student-centred approach.	Maths Budget Professional Learning Budget Curriculum Day and after-school PL	Maths SSP Team and Leadership Team Ryan Dunn All classroom teachers	Throughout the year including professional reading of current research, staff discussions and professional learning	A documented WSA to teaching Mathematics throughout the school is established with clear guidelines and expectations which are based upon: <ul style="list-style-type: none"> <li>• The Gradual Release of Responsibility</li> <li>• The effective use of student data to drive teaching and learning</li> <li>• Better understanding and implementation of the four proficiency strands in Mathematics.</li> <li>• An agreed WSA to the structure of an effective Maths session</li> </ul>
	To build staff capacity through increasing knowledge of the Australian Curriculum, with a particular focus upon the strands of: Understanding, Fluency, Problem Solving, Reasoning	As above	Maths SSP Team and whole staff Ryan Dunn	Throughout the year including professional reading of current research, staff discussions and professional learning	Staff to demonstrate a high level of understanding of the strands contained within the AC Maths. This will be evident in the planning of work programs and use of student achievement data
	To promote collegiate visits within and beyond the school to observe	Collegiate visits Budget	Maths SSP Team, Leadership Team and	Throughout the year	The development of a culture within the school

<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions)</b> the activities and programs required to progress the key improvement strategies	<b>How (Resources)</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b>Student Learning</b>  <b>Numeracy (Maths)</b>	teacher best practice in Mathematics with the goal of improving student learning outcomes	Timetabling to promote collegiate visits Helen Tomecek (Staff Collegiate Program)	whole staff Helen Tomecek		which encourages and promotes collegiate visits in order to develop teacher capacity.
	To improve the profile of Maths across the school community by providing students with the opportunity to apply their skills through avenues such as external competitions and project based learning	Maths Budget Mathematicians in School	Maths SSP Team and whole staff	Throughout the year	<ul style="list-style-type: none"> <li>• Student achievement in ICAS Maths</li> <li>• Challenge based learning and support with investigative projects through the Mathematicians in School program</li> </ul>
	To develop an Advanced Maths Program in the school.	Maths budget	Maths SSP Team Di Xue	Throughout the year	<ul style="list-style-type: none"> <li>• Increased profile of Maths throughout the school</li> <li>• Increased student understanding of Mathematics.</li> </ul>

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<b>Student Learning</b>  <b>Curriculum and Multiculturalism</b>	<u>Intercultural Education</u> Develop a GWPS definition of Intercultural Education. Expand this into a scope and sequence document.	Curriculum and Multiculturalism Budget Staff Discussions and PL with Marilyn from the GEP	Curriculum and Multiculturalism SSP Team and all staff	Throughout the year	Development of a whole school definition of Intercultural Education.
	<u>CIS</u> Prepare for CIS Preliminary Visit, and school self-study.	Curriculum and Multiculturalism budget, Collegiate Budget and PL Budget (if required)	Curriculum and Multiculturalism SSP Team and Frank	Throughout the year	Preliminary Visit in Term 2
	<u>Thinking Curriculum</u> Launch, trial and review the Whole School Scope and Sequence for teaching Thinking Skills.	Curriculum and Multiculturalism budget, Collegiate Budget and PL Budget (if required)	Curriculum and Multiculturalism SSP Team and Frank	Throughout the year	Thinking Curriculum Scope & Sequence in place and guiding curriculum planning
	<u>Curriculum Folders</u> Maintain an ongoing review process to ensure Staff Curriculum Folders are up to date and relevant. Decide on a format (digital or paper) to distribute this information.	Curriculum and Multiculturalism budget, Collegiate Budget and PL Budget (if required)	Curriculum and Multiculturalism SSP Team and Frank	Throughout the year	The Curriculum Folders are used extensively by all staff as required
	<u>Inquiry Learning</u> To develop a Whole School approach for facilitating authentic inquiry at Glen Waverley Primary School	Curriculum and Multiculturalism budget, Collegiate Budget and PL Budget (if required)	Curriculum and Multiculturalism SSP Team and Frank	Throughout the year	Inquiry Learning further explored in Semester Two
	<u>Multicultural Celebrations</u> To streamline the distribution of key dates and celebrations to teachers, increasing effective acknowledgment and celebration	Curriculum and Multiculturalism Budget	Curriculum and Multiculturalism SSP Team	Throughout the year	An increased awareness and appreciation of the school's multiculturalism within and beyond the local community

<b>Key Improvement Strategies and Significant Projects</b>	<b>What (Actions)</b> the activities and programs required to progress the key improvement strategies	<b>How (Resources)</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b>Student Learning</b>	of key festivals: Diwali, Holi, Christmas, Wesak, Chinese New Year, Ramadan, Easter and Eid				
<b>Curriculum and Multiculturalism</b>	<u>Cultural Diversity Week</u> To ensure Cultural Diversity Week (including Harmony Day) is planned and implemented to an extremely high level	Curriculum and Multiculturalism Budget and classroom budgets if required	Curriculum and Multiculturalism SSP Team	March 15 <sup>th</sup> to 23 <sup>rd</sup>	A very successful CDW is implemented which showcases, acknowledges and promotes the wonderful diversity throughout the school
	<u>Education Week</u> To ensure Education Week is planned and implemented to an extremely high level	Curriculum and Multiculturalism Budget and classroom budgets if required	Curriculum and Multiculturalism SSP Team, Junior School Council (Aubrey, Arezou), Carla, Roland and Frank	May 18 <sup>th</sup> to 24 <sup>th</sup>	A very successful Education Week is implemented which showcases, acknowledges and promotes the wonderful programs throughout the school
	<u>Curriculum Corner</u> An informative article published	Published in the school newsletter	Curriculum Team	Fortnightly	Newsletter article from the Curriculum team each fortnight.

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<b>Student Learning</b>  <b>Information and Communication Technology</b>	To continually increase the wireless technology throughout the school and maintain existing resources.	ICT Budget	ICT PLT SSP Team and Frank	Throughout the year	Sufficient wireless resources are contained throughout the school in order for students to adequately use them as learning tools
	To have 80% of students deemed capable achieve 100% of DEA badges as per the Scope and Sequence document, by the end of 2015.	ICT Budget, Staff Discussions and Level Meetings	ICT SSP Team and the whole staff	Throughout the year	The completion and implementation of a whole school scope and sequence which clearly outlines when ICT skills and concepts are introduced and revised.
	To further embed the SAMR model across the school in order to enhance staff planning. (some possibility of introducing TPACK)	ICT and Professional Learning Budgets, Level meetings and Staff Discussions	ICT SSP Team	Ongoing	Term Planners and Work Programs reflect a greater staff understanding of the ICT resources available in the school and how to best use these to drive teaching and improve student learning outcomes
	To finalise the implementation of the E-smart Cyber Bullying program throughout the school in conjunction with the Student Wellbeing and Engagement SSP Team	ICT and PL budgets	ICT SSP Team and Frank	Throughout the year	The E-Smart program is to be implemented in 2014.
	To continue the successful implementation of the 1:1 iPad program throughout Level 5 and 6 with the introduction of an iPad license in year 4.	ICT and Professional Learning Budgets, Level meetings and Staff Discussions	ICT SSP Team	Ongoing	Aiming for 100% of students in Years 5 and 6 to have an iPad. The iPads are used extensively as a learning tool in the classrooms and specialist programs
	Provide sufficient induction and	ICT and PL budgets	ICT SSP Team and	Ongoing	Increased staff capacity of

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<b>Student Learning</b>  <b>Information and Communication Technology</b>	support for new staff so they demonstrate competence in the use of whole school ICT initiatives.		other interested staff		ICT in classrooms across the school as reflected in Term Planners and Work Programs.
	Maintain high levels of ICT use and competency across staff in all whole school ICT initiatives	ICT and Level budgets	ICT SSP Team, Level Leaders and Leadership Team	Ongoing	Students learning outcomes enhanced through participation in global learning opportunities

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<b>Student Learning</b>  <b>Assessment and Reporting</b>	To review the current whole school assessment schedule to ensure all of the assessment measures are robust, relevant and provide sufficient information to assist teachers in catering for the needs of all students.	SSP Meetings, Staff Discussions and Level Meetings	Assessment and Reporting SSP Team, Level Teaching and Learning Leaders and Leadership Team	Ongoing	Use of a range of assessments including VCAA on demand testing, for moderation at and across level teams. Reviewed Assessment Schedules available for staff for each Level and Specialist Areas.
	To revise EAL assessment strategies and the Assessment Continuum	SSP Meetings, Staff Discussions and Level Meetings	Assessment and Reporting SSP Team, Level Teaching and Learning Leaders and Leadership Team	Ongoing	Build the capacity of staff to interpret, utilise and implement EAL assessment strategies.
	To ensure all staff have sufficient PL and subsequent knowledge in utilising the GradeXpert student tracking software program	Student Requisites Budget, PL Budget, Staff Discussions and Level Meetings	Assessment and Reporting SSP Team and the entire staff	Semester One	Staff use of GradeXpert to track and monitor student achievement increases
	To develop a series of moderation tasks in conjunction with the English and Maths SSP Teams	Assessment and Reporting Budget  PL Budget (if required)	Assessment and Reporting SSP Team, Level Teaching and Learning Leaders and Leadership Team	Ongoing	A “bank” of whole school moderation tasks in English and Maths are developed and built upon
	To implement ongoing PL which focuses on developing the capacity of staff to interpret, utilise and implement student data in order to effectively drive teaching and learning in classrooms and throughout the school	Assessment and Reporting Budget, Staff Discussions and Level Meetings	Assessment and Reporting SSP Team, Level Teaching and Learning Leaders and Leadership Team	Ongoing	Staff trialling new assessment and feedback options to track student assessment and learning.
	To further develop a whole school approach to Maths moderation and assessment.	liaise with Maths team.	liaise with Maths team.	Term 1	



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<u><b>Student Engagement and Wellbeing</b></u>  <b>To improve student engagement and wellbeing with a particular focus on peer connectedness.</b>	Developing initiatives to maintain student engagement and understanding of the 'You Can Do It' program.	Compiling a list of resources to compliment the You Can Do It Program. Purchasing good quality Picture Books that link with each Key to Success. Training of new staff members on the You Can Do It program. Resource folders need to be given to each new staff member.	Student Engagement and Wellbeing SSP Team and Leadership Team	Throughout the year- Resilience End of Term1- Getting Along End of Term2- Confidence End of Term 3- Organisation End of Term 4- Persistence	By the end of 2015, the student wellbeing program YCDI will be embedded in planning and classroom programs.
	Continuing to implement the Peer Mediation program in Year 5 and 6. Improve accountability and engagement of the Year 6 Peer Mediators.	Display photos and names of peer mediators on boards in each play area. Photos will placed on the boards of the students who are rostered on each day.	Student Engagement and Wellbeing SSP Team  Level 6 Team members	Training revisited during Term 1 (conducted in Term 4 by Year 5 teachers), and implemented during Term 1.	By the end of 2015, the peer mediation program will be embedded. The peer mediators of 2016 will be trained in Term 4 2015.
	<u>Attitudes to School Survey -</u> To analyse student responses with staff and Year 5/6 students in order to further unpack data.  Linking Peer Connectedness with You Can Do It.	SSP Team to explore this and prepare for staff and students.	Student Engagement and Wellbeing SSP Team Level 5 & 6 Teachers Student Engagement & Wellbeing Team	Semester Two 2014	To develop a better understanding of the students' responses and respond by analysing and reviewing current programs and practices
	<u>Attitudes to School Survey-</u> To analyse student responses with staff and Year 3/4 students in order to further unpack data.  Linking Peer Connectedness with You Can Do It.	SSP Team to explore this and prepare for staff and students.	Student Engagement and Wellbeing SSP Team Level 3 & 4 Teachers Student Engagement & Wellbeing Team	Semester Two 2014	To develop a better understanding of the students' responses and respond by analysing and reviewing current programs and practices

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<b><u>Transitions &amp; Pathways</u></b>  <b>To improve learning pathways and transitions for students coming into, re-entering and moving beyond the school.</b>	Ensure School Council and the Community Relations Committee are invited to attend the New Families Information evening	Not applicable	Transition and Pathways SSP Team and the school Leadership Team	Semester Two	New families are exposed to and have an understanding of School Council and the CRC
	Support Foundation Team to reflect upon and review where necessary the 2014 Prep Transition program for 2015	Prep Transition Budget	Level One Leader (Clare B) and the school Leadership Team	Semester One	Kindergarten to Prep transition program reviewed and implemented successfully.
	Support representation at the EMR Transition Network Meetings by members of the Foundation team.	Prep Transition Budget	Level One Leader (Clare B) and the school Leadership Team	Ongoing	Level 1 staff and/or PCO's to have an understanding of the issues pertaining to Early Years Transition
	Maintain and refine the "Welcome Wall" for students new to the school	Transition Budget	Transition and Pathways SSP Team	Ongoing	Welcome wall regularly maintained and updated
	To implement a comprehensive and innovative "2016 Day"	Transition Budget	Transition and Pathways SSP Team and the school Leadership Team	Semester 4 2015	2016 Day conducted in the last week of the 2015 school year
	<u>WSA Documentation</u> - Present and implement the WS Student Transitions and Pathways document to all staff  - If required, alter the above based on feedback	Transition Budget	Transition and Pathways SSP Team and the school Leadership Team	Term One	The agreed document is circulated to all staff and placed in "Curriculum Folders". All staff are then expected to adhere to the program