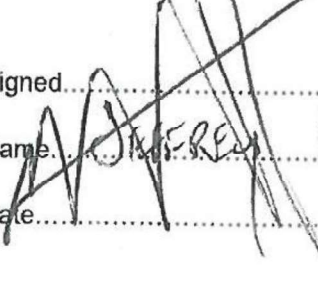

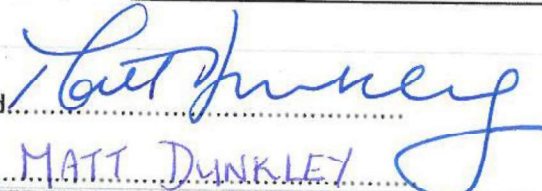


School Strategic Plan for Moonee Ponds West Primary School 2901 2015 – 2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....  Name..... <u>Andrew Lyon</u> Date..... <u>25/5/15</u></p>
<p>Endorsement by School Council</p>	<p>Signed.....  Name..... <u>Pam Anderson</u> Date..... <u>25/5/15</u> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p> </p>
	<p>Signed.....  Name..... <u>MATT DUNKLEY</u> Date..... <u>25/6/15</u></p>

Contents

Endorsements	2
Contents	3
School Profile	5
Purpose	5
Values	5
Environmental Context	5
Service Standards	6
Strategic Direction	8
Achievement	8
Engagement	11
Wellbeing	12
Productivity	12
School Strategic Plan 2015- 2018: Indicative Planner	13
Achievement	13
Engagement	19
Wellbeing	29
Productivity	35
Glossary	38

School Profile

Purpose	Our vision at MPW is to foster a community of life-long learners. We strive to develop socially responsible and resilient individuals who are working towards achieving their full potential.
Values	Respect, Honesty and Integrity, Persistence, Rights and Responsibilities, Freedom, Inclusiveness, Creativity, Community
Environmental Context	<p>Moonee Ponds West Primary school is a co-educational P-6 school located in the quiet residential area of Moonee Ponds in Melbourne's inner north-western suburbs. The school provides primary education for families in the suburb of Moonee Ponds West and draws students from surrounding neighbouring areas. The school, established in 1888, has a 127 year history with the original buildings (Library and Hall) considered to be of significant historical interest to the National Trust, providing a living testament to the school's long history. The school is well respected within the community and the demand for student places often exceeds those available.</p> <p>The current enrolment of the school is 533.6 students, with an official projection of 547 students by 2017. The staff profile reflects a balance of experience and in 2015 the staff consists of three Principal Class Officers, 3.0 fulltime equivalent (FTE), thirty one teaching staff, 27.3 FTE, including one substantive leading teacher and one acting leading teacher, six specialist teachers and seventeen Education Support (ES) staff, 11.9 FTE. The school has a new Principal, appointed at the end of 2014. The Student Family Occupation (SFO) index remains stable and is currently 0.19 (2015 State Median 0.51).</p> <p>The school currently operates in P/1, 1/2, 2/3, 3/4, 5/6 teams and students work in multi-age settings, using flexible grouping arrangements allowing for differentiation of students' needs. Specialist programs supporting the improvement of student learning outcomes include: Physical Education (PE), Creative Arts, Hall (Developmental Play), and Language – a Japanese immersion program.</p> <p>The school takes pride in its community focus, endeavouring to provide a challenging and rewarding education responsive to the needs of all students enrolled.</p> <p>There are specialist rooms for Library, Japanese, Music and Creative Arts. A Gymnasium caters for a variety of indoor sports and includes a performance stage. There are also music and performance spaces as well as an upstairs community room.</p> <p>The school grounds offer active and passive areas for student play, two adventure playgrounds, a synthetic oval with running</p>

	<p>track and athletics sandpit, football and soccer fields as well as a courtyard, centenary garden and an amphitheatre providing many areas for learning and social interaction. The school has an open gate policy that encourages community groups and families to use the school buildings and grounds out of school hours. Parents, staff and students contribute to many areas of the school and considerable work on the facilities and physical environment of the school throughout the review period has resulted in an attractive, welcoming environment.</p> <p>The school and all classrooms have access to a range of Information Communications Technology (ICT) such as iPads, interactive whiteboards, netbooks and computers to assist, augment and improve student learning & wellbeing.</p> <p>Students participate enthusiastically in a range of extra-curricular opportunities providing engaging programs for students. Enrichment programs are provided such as: sport (swimming, interschool sporting events, team competition); an extensive camping program and excursions; a bi-annual Japanese tour, participation in the Schools Spectacular, Count Us In, and Tournament of the Minds. The Moonee Valley Instrumental Music Program (MVIMP) offers music tuition for students, and Soundhouse, the senior and junior choirs together with band make up other musical opportunities for students at the school.</p> <p>Moonee Ponds West recognises that families are important partners in supporting the education achievement and wellbeing of our students. Parents play a critical role in providing learning opportunities at home and in linking what students learn at school with what happens elsewhere. We seek to engage families in the education of their children and the life of the school community through timely and relevant information about teaching and learning at Moonee Ponds West and opportunities to participate in classroom and school activities.</p>
Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> ▪ Fosters close links with parents and the broader school community through its commitment to open and regular communication. ▪ Commits to the active sharing of its vision and goals to ensure school community engagement as reflected in the school's strategic plan. ▪ Commits to providing all students access to a broad, balanced and flexible curriculum including skills for learning and life. ▪ Undertakes to provide a safe and stimulating learning environment that strives to ensure all students can achieve their full potential <p><i>Specific</i></p> <ul style="list-style-type: none"> ▪ Commits to reviewing its communication and engagement policy and practices, in part, to both define the services the school provides (including the responsiveness with which the school will provide those services)

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>To improve the learning and achievement outcomes for each and every student across the school.</p>	<p><u>Levels of Student Learning</u></p> <p>End of year teacher judgement [4 year aggregated mean]</p> <p>English</p> <p>AusVELS for Years F – 2</p> <ul style="list-style-type: none"> Reading, Writing & Speaking & Listening <ul style="list-style-type: none"> From 81% to 90% of students deemed capable performing at or above expected level Reading <ul style="list-style-type: none"> From 25% to 40% of students deemed capable performing above expected level Writing <ul style="list-style-type: none"> From 35% to 50% of students deemed capable performing above expected level Speaking & Listening <ul style="list-style-type: none"> From 20% to 40% of students deemed capable performing above expected level <p>AusVELS for Years 3 – 6</p> <ul style="list-style-type: none"> Reading, Writing & Speaking & Listening <ul style="list-style-type: none"> From 83% to 90% of students deemed capable performing at or above expected level From 44% to 60% of students deemed capable performing above expected level <p>Mathematics</p> <ul style="list-style-type: none"> AusVELS for Years F – 6 <ul style="list-style-type: none"> From 84% to 90% of students deemed capable performing at or above expected level From 45% to 60% of students deemed capable performing above expected level 	<p>Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices.</p> <p>Continue to improve and refine differentiated approaches to teaching and learning - the way the school extends and supports all students' learning and achievement.</p> <p>Continue to refine the assessment schedule and a range of practices to address each and every student's learning.</p> <p>Further develop moderation schedule and practices to ensure that teacher judgments are consistent across all levels.</p> <p>Continue to build the capability of teachers and leaders through development of their capacity to embed in their practice a repertoire of knowledge and skills.</p> <p>Review and document school's curriculum and scope & sequence to be consistent across the school</p> <p>Further develop and expand agreed approaches and protocols for PLT's.</p>

	Goals	Targets	Key Improvement Strategies
		<p><u>NAPLAN</u> Year 3</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ From 93% to 100% of students deemed capable at or above expected level (Band 3+) ○ From 85% to 90% of students deemed capable above expected level (Band 4+) • Writing <ul style="list-style-type: none"> ○ From 94% to 100% of students deemed capable at or above expected level (Band 3+) ○ From 78% to 90% of students deemed capable above expected level (Band 4+) • Spelling <ul style="list-style-type: none"> ○ From 92% to 100% of students deemed capable at or above expected level (Band 3+) ○ From 76% to 90% of students deemed capable above expected level (Band 4+) • Grammar & Punctuation <ul style="list-style-type: none"> ○ From 91% to 100% of students deemed capable at or above expected level (Band 3+) ○ From 81% to 90% of students deemed capable above expected level (Band 4+) • Numeracy <ul style="list-style-type: none"> ○ From 85% to 95% of students deemed capable at or above expected level (Band 3+) ○ From 79% to 90% of students deemed capable above expected level (Band 4+) <p>Year 5</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ From 93% to 100% of students deemed capable at or above expected level (Band 5+) ○ From 73% to 90% of students deemed capable above expected level (Band 6+) • Writing <ul style="list-style-type: none"> ○ From 90% to 100% of students deemed capable at or above expected level (Band 5+) ○ From 52% to 70% of students deemed capable above expected level (Band 6+) 	

	Goals	Targets	Key Improvement Strategies
		<ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> ○ From 94% to 100% of students deemed capable at or above expected level (Band 5+) ○ From 75% to 90% of students deemed capable above expected level (Band 6+) • Grammar & Punctuation <ul style="list-style-type: none"> ○ From 92% to 100% of students deemed capable at or above expected level (Band 5+) ○ From 73% to 90% of students deemed capable above expected level (Band 6+) • Numeracy <ul style="list-style-type: none"> ○ From 95% to 100% of students deemed capable at or above expected level (Band 5+) ○ From 77% to 90% of students deemed capable above expected level (Band 6+) <p><u>Growth in Student Learning</u></p> <p><u>NAPLAN</u></p> <p>NAPLAN relative growth (low category) to be at or below 10% in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy</p>	

	Goals	Targets	Key Improvement Strategies																																				
Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	<p>To deepen and strengthen students' sense of connectedness to school and peers.</p> <p>To promote a stronger sense of engagement in students learning.</p>	<p>Maintain all measures on the student attitudes to school survey to be at the state level or higher for all cohorts over the life of the strategic plan.</p> <table><tr><th>Student Attitudes to School Survey</th><th>MPW 2014 [0 – 5]</th><th>State 2014 [0 – 5]</th></tr><tr><td>Classroom Behaviour</td><td>4.13</td><td>3.40</td></tr><tr><td>Connectedness to Peers</td><td>4.54</td><td>4.34</td></tr><tr><td>Student Safety</td><td>4.68</td><td>4.4</td></tr><tr><td>Student Distress</td><td>6.34</td><td>5.94</td></tr><tr><td>Student Morale</td><td>5.94</td><td>5.75</td></tr><tr><td>Learning Confidence</td><td>4.43</td><td>4.14</td></tr><tr><td>School Connectedness</td><td>4.53</td><td>4.39</td></tr><tr><td>Stimulating Learning</td><td>4.48</td><td>4.16</td></tr><tr><td>Student Motivation</td><td>4.63</td><td>4.58</td></tr><tr><td>Teacher Effectiveness</td><td>4.67</td><td>4.44</td></tr><tr><td>Teacher Empathy</td><td>4.69</td><td>4.45</td></tr></table>	Student Attitudes to School Survey	MPW 2014 [0 – 5]	State 2014 [0 – 5]	Classroom Behaviour	4.13	3.40	Connectedness to Peers	4.54	4.34	Student Safety	4.68	4.4	Student Distress	6.34	5.94	Student Morale	5.94	5.75	Learning Confidence	4.43	4.14	School Connectedness	4.53	4.39	Stimulating Learning	4.48	4.16	Student Motivation	4.63	4.58	Teacher Effectiveness	4.67	4.44	Teacher Empathy	4.69	4.45	<p>Evaluate, review and develop future curriculum programs in order to engage all students in their learning.</p> <p>Increase opportunities and involvement for student voice (student leadership), and participation in student decision making and goal setting.</p> <p>Monitor student Transitions & Pathways</p> <p>Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities.</p> <p>Continue to monitor and address attendance.</p>
Student Attitudes to School Survey	MPW 2014 [0 – 5]	State 2014 [0 – 5]																																					
Classroom Behaviour	4.13	3.40																																					
Connectedness to Peers	4.54	4.34																																					
Student Safety	4.68	4.4																																					
Student Distress	6.34	5.94																																					
Student Morale	5.94	5.75																																					
Learning Confidence	4.43	4.14																																					
School Connectedness	4.53	4.39																																					
Stimulating Learning	4.48	4.16																																					
Student Motivation	4.63	4.58																																					
Teacher Effectiveness	4.67	4.44																																					
Teacher Empathy	4.69	4.45																																					

	Goals	Targets	Key Improvement Strategies
<p>Wellbeing</p> <p>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.</p>	<p>To improve student connectedness to their learning across the school.</p>	<p>Increase the student safety measure on the Parent Opinion Survey to be at state level or higher over the life of the strategic plan.</p> <p>Parent Opinion Survey</p> <p>Student Safety</p> <ul style="list-style-type: none"> 2104 mean 5.45 (State Mean 5.39) 	<p>Further develop the comprehensive, school-wide approach for social and emotional learning.</p> <p>Improve communication within the school and between the school and the community</p> <p>Build staff professionalism, collegiality and trust in colleagues.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education.</p>	<p>Further develop a sustainable and equitable plan for the future which supports the philosophy of the school.</p> <p>Staff Opinion Survey</p> <p>Staff Trust in Colleagues</p> <ul style="list-style-type: none"> From 422 (2014 Whole School Mean) to 523 (2014 All Primary School's Mean) <p>Teacher Collaboration</p> <ul style="list-style-type: none"> From 416 (2014 Whole School Mean) to 526 (2014 All Primary School's Mean) 	<p>Further develop and expand agreed approaches and protocols for PLT's`</p> <p>Expand an agreed approach to track student learning in a systematic way.</p> <p>Continue to build and deepen the capacity of all staff in effective teaching and learning through distributive leadership.</p> <p>Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets</p>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement Identify, consolidate and embed a whole school pedagogy and learning framework which is articulated by an agreed language and consistent day to day practices.</p> <p>Continue to improve and refine differentiated approaches to teaching and learning - the way the school extends and supports all students' learning and achievement.</p> <p>Continue to refine the assessment schedule and a range of practices to address each and every student's learning.</p> <p>Further develop moderation schedule and practices to ensure that teacher judgments are consistent across all levels.</p> <p>Continue to build the capability of teachers and leaders through developing their capacity to draw upon and embed a repertoire of knowledge in their everyday practice.</p>	Year 1	<p><u>ENGLISH:</u></p> <ul style="list-style-type: none"> Engage Literacy Consultant to conduct Professional Learning in situ Develop a Reading Conference document that includes all areas of reading – school wide usage. Review assessment strategies, instruments and practices to ensure the identification, and tracking of each and every student's individual needs. Provide an adequate allocation of time for moderation of student work to ensure teacher judgments are consistent. Provide opportunities for school wide teacher peer observations and peer-to-peer coaching to improve practice. Commence draft of a Writing Moderation Manual. Continue and expand the use of the writing framework (6 traits) to ensure the key ingredients for creating quality writing are effectively taught. 	<p><u>ENGLISH:</u></p> <ul style="list-style-type: none"> Staff incorporate exemplary practices modelled by the Literacy Consultant and the strategies recommended by the English Professional Learning Team (PLT). Staff trialling the Reading Conference document. Staff trialling use of Accelerus Light Program for tracking student data. Whole school, English PLT and teaching teams moderate student achievement. Peer observation and peer-to-peer coaching is evident in classrooms and feedback is provided to the English PLT. Consistent repertoire of language and practises used in each classroom. Regular meetings of the English Professional Learning Team ensure a strategic focus on the writing, redrafting and use of documentation to improve student achievement, teacher practise and professional learning.
		<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Review the Numeracy component of the school assessment schedule by trialling different assessment options (5/6s-Building Numeracy Booker, 3/4s- On Demand Testing, 2/3s & 1/2s- EYNI in small sections, P/1s- complete EYNI). Introduce Numeracy Support Program in Years 2/3. Continue moderation sessions at team and 	<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> A review of the Numeracy component of the school assessment schedule is conducted. Numeracy Support Program in years 2/3 Moderation sessions at team and whole staff level. A Maths Coaching program focused on problem solving evident across the school. Problem Solving is evident in Term planners.

Key Improvement Strategies		Actions	Achievement Milestone
Review and document school's curriculum and scope & sequence to be consistent across the school.		whole staff level. <ul style="list-style-type: none"> Continue Maths Coaching program across the school with a focus on problem solving. Conduct a review of Mathletics. 	<ul style="list-style-type: none"> Problem Solving lessons a regular feature of classroom programs across the school. Improved achievement for students in the Numeracy Support Program as measured by EYNI & feedback from classroom teachers. Review of Mathletics.
		<u>CURRICULUM & PEDAGOGY:</u> <ul style="list-style-type: none"> Undertake an audit of existing assessment schedule with an added and particular focus on the analysis of student achievement to clearly identify students with individual and additional needs Specialists and programs draft 4 year Action plans (For example: creative Arts, Language, Physical Education, Library, Hall) Establish a Individual Needs and Pathways PLT to investigate current practices and approaches to differentiation and develop an action plan Engage a consultant to work with the students, staff and whole school community to ensure the facilities, amenities, furniture, technology and physical spaces of the school are flexible in meeting and enhancing the changing and multiple needs of an exemplary curriculum and pedagogical best practice 	<u>CURRICULUM & PEDAGOGY:</u> <ul style="list-style-type: none"> Review of existing data, assessment schedule, and practice by Assessment & Reporting PLT. Draft Action plans are formulated by specialists/programs. Individual Needs and Pathways PLT established, action plan developed and staff demonstrate greater awareness of differentiation evident in their teaching practice. A working group is convened to develop a master plan (developed in consultation with students, staff and community) to address the future learning and wellbeing needs of students, staff and community.
	Year 2	<u>ENGLISH:</u> <ul style="list-style-type: none"> Engage Literacy Consultant to conduct Professional Learning in situ Implement and refine the Reading Conference document. Refine and continue to review the assessment strategies, instruments and 	<u>ENGLISH:</u> <ul style="list-style-type: none"> Staff continue to incorporate and provide feedback on the exemplary practices modelled by the Literacy Consultant and the strategies recommended by the English Professional Learning Team (PLT). Staff implement and provide feedback on

Key Improvement Strategies		Actions	Achievement Milestone
		<p>practices to ensure the identification, and tracking of each and every student's individual needs.</p> <ul style="list-style-type: none"> Provide an adequate allocation of time for moderation of student work to ensure teacher judgments are consistent. Implement further opportunities for school wide teacher peer observations and peer-to-peer coaching to improve practice. Develop a Writing Scope and Sequence Refine and further review Writing Moderation Manual. Embed the use of the Writing framework (6 traits) to ensure the key ingredients for creating quality writing are effectively taught. 	<p>the Reading Conference document.</p> <ul style="list-style-type: none"> Staff implement and provide feedback on the Accelerus Light Program for tracking student data. Whole school, English PLT and teaching teams moderate student achievement. Peer observation and peer-to-peer coaching is evident in classrooms and feedback is provided to the English PLT. Consistent repertoire of language and practises used in each classroom. Regular meetings of the English Professional Learning Team ensure an ongoing strategic focus on the writing, redrafting and use of documentation to improve student achievement, teacher practise and professional learning.
		<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Review Mathematics Planning document used across the school. Continue the Maths Coaching program across the school with a focus on differentiation. Continue to conduct moderation sessions at team and whole staff level. Assess effectiveness and resourcing of Numeracy Support Program based on review of first year. 	<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Review of Mathematics Planning document Maths Coaching program focused on differentiation is evident across the school. Differentiation is a regular feature of classroom practice across the school. Moderation sessions at team and whole staff level. Review of Numeracy Support Program. Implementation of trial version of third assessment tool as determined by 2015 review. Term planners show that learning needs of all students are being catered for. Improved achievement for students in the Numeracy Support Program as measured by EYNI & feedback from classroom teachers.
		<u>CURRICULUM & PEDAGOGY:</u>	<u>CURRICULUM & PEDAGOGY:</u>

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> Review creative and critical thinking within the curriculum and investigate how it can be further enhanced. Review existing curriculum and pedagogy with an added focus on the PLT's to both address and enhance the teaching and learning needs of each and every student. Audit and review the curriculum policies. Audit current practices and investigate opportunities for professional learning in differentiation. Consistent documentation to support planning and assessment and differentiated teaching across the school. 	<ul style="list-style-type: none"> Review of critical and creative thinking within the curriculum. Review of curriculum, pedagogy and PLT's. An audit and review the curriculum policies. Current practice of differentiation audited and professional learning investigated Consistent documentation supporting planning and assessment and differentiated teaching evident across the school.
	Year 3	<p><u>ENGLISH:</u></p> <ul style="list-style-type: none"> Engage Literacy Consultant to conduct Professional Learning in situ Continue to implement and refine the Reading Conference document; school wide usage. Provide an adequate allocation of time for moderation of student work to ensure teacher judgments are consistent. Ongoing review and strategic focus on school wide teacher peer observations and peer-to-peer coaching to improve practice. Finalise Writing Moderation Manual. Finalise Writing Scope & Sequence. 	<p><u>ENGLISH:</u></p> <ul style="list-style-type: none"> Staff continue to incorporate and provide feedback on the exemplary practices modelled by the Literacy Consultant and the strategies recommended by the English Professional Learning Team (PLT). Staff implement and continue to provide feedback on the Reading Conference document. Staff implement and continue to provide feedback on the Accelerus Light Program for tracking student data. Whole school, English PLT and teaching teams moderate student achievement. Peer observation and peer-to-peer coaching is evident in classrooms and feedback is provided to the English PLT. Consistent repertoire of language and practises used in each classroom. Regular meetings of the English Professional Learning Team ensure a strategic focus on the documentation

Key Improvement Strategies		Actions	Achievement Milestone
			needed to support improvements in student achievement, teacher practise and professional learning.
		<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Implement final version of third assessment tool. Continue Maths Coaching program across the school with the focus based on student data and feedback from staff. Assess effectiveness and resourcing of Numeracy Support Program based on review of the previous year. Develop a whole school Problem Solving scope and sequence that includes a shared language for the different strategies students use. Continue to run moderation sessions at team and whole staff level. 	<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Implementation of new assessment schedule across the school. Maths Coaching program focused on student data and feedback from staff is evident across the school. Improvement in learning outcomes for students in Numeracy Support Program as measured by EYNI and feedback from classroom teachers. New Planning Document used across the school. A whole school Problem Solving scope and sequence developed Moderation sessions at team and whole staff level.
		<p><u>CURRICULUM & PEDAGOGY:</u></p> <ul style="list-style-type: none"> The recommendations arising a review of curriculum and pedagogy to be implemented at MPW Investigate and provide opportunities around differentiation. Staff to demonstrate in their teaching practice and professional conversations a deep understanding of differentiation Write Individual Needs and Pathways policy 	<p><u>CURRICULUM & PEDAGOGY:</u></p> <ul style="list-style-type: none"> The recommendations arising a review of curriculum and pedagogy implemented at MPW Individual Needs and Pathways Policy developed and staff demonstrate in their teaching practice and professional conversations a deep understanding of differentiation, its application and its role - both in effective teaching and in the learning and wellbeing of each and every student. Individual Needs and Pathways Policy written
	Year	<u>ENGLISH:</u>	<u>ENGLISH:</u>

Key Improvement Strategies		Actions	Achievement Milestone
	4	<ul style="list-style-type: none"> Engage Literacy Consultant to conduct Professional Learning in situ Continue to implement and refine the Reading Conference document; school wide usage. Provide an adequate allocation of time for moderation of student work to ensure teacher judgments are consistent. Ongoing review and adopt a strategic focus for school wide teacher peer observations and peer-to-peer coaching to improve practice. Implementation of Writing Moderation Manual. Implementation of Writing Scope & Sequence. 	<ul style="list-style-type: none"> Staff continue to incorporate and provide feedback on the exemplary practices modelled by the Literacy Consultant and the strategies recommended by the English Professional Learning Team (PLT). Staff implement and continue to provide feedback on the Reading Conference document. Staff implement and continue to provide feedback on the Accelerus Light Program for tracking student data. Whole school, English PLT and teaching teams moderate student achievement. Peer observation and peer-to-peer coaching is evident in classrooms and feedback is provided to the English PLT. A consistent repertoire of language and practises used in each classroom. Regular meetings of the English Professional Learning Team ensure an ongoing strategic focus on reviewing the documentation needed to support improvements in student achievement, teacher practise and professional learning.
		<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Continue to run Maths Coaching program across the school with the focus to be based on student data and feedback from staff. Numeracy Support Program to continue dependent on review of previous year and available resources Continue to run moderation sessions at team and whole staff level. 	<p><u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> Maths Coaching program focused on student data and feedback from staff is evident across the school. Improvement in learning outcomes for students in Numeracy Support Program as measured by EYNI & feedback from classroom teachers. Moderation sessions at team and whole staff level.
		<u>CURRICULUM & PEDAGOGY:</u>	<u>CURRICULUM & PEDAGOGY:</u>

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> Implement a consistent approach to planning and assessment to enhance differentiated teaching and learning 	<ul style="list-style-type: none"> Consistent planning and assessment in the implementation of differentiation across the school.
<p>Engagement Evaluate, review and develop future curriculum programs in order to engage all students in their learning.</p> <p>Increase opportunities and involvement for student voice (student leadership), and participation in student decision making and goal setting.</p> <p>Monitor student Transitions & Pathways.</p> <p>Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities.</p> <p>Continue to monitor and address attendance.</p>	Year 1	<p><u>CURRICULUM:</u></p> <ul style="list-style-type: none"> Ensure induction for new staff includes focus on Wellbeing policy & processes. Provide Hall programme for all P/1/2 students and those identified as having additional needs. Hall to provide socialisation, oral language development, negotiation, problem solving, etc. Investigate and plan an action research project on Hall, including socialisation, developmental play and oral language development to ensure best practice. Provide Dax program- 'Emotional Literacy Through Visual Art' through Creative Arts programme. Learning to learn units conducted in term one across the school to ensure active membership of all students within learning communities 	<p><u>CURRICULUM:</u></p> <ul style="list-style-type: none"> Induction program for new staff includes focus on Wellbeing policy & processes. Hall programme for all P/1/2 students and those identified as having additional needs. Hall to provide socialisation, oral language development, negotiation, problem solving, etc. Student self-evaluations reflect positive attitudes and feedback for future learning opportunities within the Hall programme. Action research project on Hall, including socialisation, developmental play and oral language development to ensure best practice. Creative Arts planning documents reflect Dax programme. Planning documents incorporate Learning to learn units
		<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> Whole school events to be student led e.g. assemblies, multi-age workshops, and buddies. Junior School Council - Review JSC to maximise student voice. Identify and review current student leadership roles. Implement and analyse Student Attitudes to School Survey in 5/6. Facilitate student forums to discuss survey results and use feedback to explore ways to improve student wellbeing if deemed 	<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> Whole school events student led Review of JSC practices. Review of current student leadership roles Student Attitudes to School Survey Implemented and analysed in 5/6 Student forums to discuss survey results and provide feedback to explore ways to improve student wellbeing Student involvement in parent information forums. Inquiry approach incorporating student voice evident across all curriculum areas

Key Improvement Strategies		Actions	Achievement Milestone
		<p>necessary.</p> <ul style="list-style-type: none"> Encourage student involvement in the presentation of parent information forums. Inquiry approach incorporating student voice across all curriculum areas to ensure learning is relevant, meaningful and authentic. 	ensuring learning is relevant, meaningful and authentic.
		<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Implement current student placement policy. Student handover/transition process to include discussion of attendance issues, social/emotional and learning needs. Review current transition practices K-F, F-6, 6-7. 	<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Current student placement policy implemented At the commencement of the year (and throughout the year) staff meeting minutes refer to: <ul style="list-style-type: none"> Handover/transition for students across all year levels (F-6) Students transitioning in and out of the school. Review of current transition practices K-F, F-6, 6-7.
		<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> Tpack Survey to be completed by staff. Focus on the use of blogs, Cloud technologies and the range of technologies that can be accessed to enhance teaching and learning opportunities. Relevant professional learning to be provided related to the outcomes of the Tpack survey. Teaching teams continue to include ICT in Units of work. Support documents to be provided for staff and students. ICT PLT, team and whole staff knowledge and application of the AusVELS as it pertains to ICT to be developed (Modify to 	<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> Tpack Survey completed by staff. Relevant professional learning provided related to the outcomes of the Tpack survey. Teaching teams include ICT in Units of work. ICT Support documents provided for staff and students. ICT PLT, team and whole staff knowledge and application of the AusVELS as it pertains to ICT developed eSmart practices audited–Domain 1 and 2 completed. Grade 5/6 students Alannah and Madeleine Foundation Digital Licence program

Key Improvement Strategies		Actions	Achievement Milestone
		<p>meet the focus at MPW – e.g. touch technology in the Early Years).</p> <ul style="list-style-type: none"> Audit eSmart practices – complete Domain 1 and 2. Grade 5/6 students to complete Digital Licence program – Alannah and Madeleine Foundation. Focus on the website being a resource for parents with emphasis on the Language of Learning and Student Aspirations under our partnerships section to occur. Regular newsletter articles and showcasing and sharing ICT activities at Assembly, team meetings staff meetings and community events. Review team blogs in Grade 5/6 and specialist areas. Develop a communication policy and create further opportunities for school community input and community partnerships through links with the parent body and local community. 	<p>completed.</p> <ul style="list-style-type: none"> Focus on the website being a resource for parents with emphasis on the Language of Learning and Student Aspirations under our partnerships section evident Articles on ICT in the school newsletter and activities at Assembly, team meetings, staff meetings and community events showcasing and sharing ICT. Review of team blogs in Grade 5/6 and specialist areas. A communication policy developed and further opportunities created for school community input and community partnerships through links with the parent body and local community.
		<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Continue to ensure consistency of attendance across the school for recording student absences on eCases. Continue to improve attendance protocols including monitoring data and communication with families in regard to attendance. Ensure that students who are on extended family leave have the opportunity to remain connected to school by communicating with school during their absence and keeping diaries to share on their return. 	<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Student Absences recorded on eCases Improved attendance protocols include monitoring data and communication with families in regard to attendance. Students who are on extended family leave communicate with school during their absence and keep diaries to share on their return.
	Year	<u>CURRICULUM:</u>	<u>CURRICULUM:</u>

Key Improvement Strategies		Actions	Achievement Milestone
	2	<ul style="list-style-type: none"> Ensure induction for new staff includes focus on Wellbeing policy & processes. Undertake a research based review into Hall program including socialisation, developmental play and oral language Hall programme is to reflect the action research recommendations. Provide Dax program- 'Emotional Literacy Through Visual Art' through Creative Arts programme. Conduct 'Learning to Learn' units in term one across the school to ensure active membership of all students within learning communities. Criteria for creation of Learning Action Plans to be reviewed. Investigate the possibility of Gateway style programs to further enhance student engagement. Use a consistent approach to monitoring the achievement of all students including those requiring learning support and extension to maximise student engagement. 	<ul style="list-style-type: none"> Induction program for new staff includes focus on Wellbeing policy & processes. Research based review into Hall program including socialisation, developmental play and oral language Hall programme reflects the action research recommendations. Planning documents incorporate inquiry process. Creative Arts planning documents reflect Dax programme Planning documents incorporate Learning to learn units Review of criteria for the creation of Learning Action Plans. Gateway style programs investigated. A consistent approach to monitoring the achievement of all students is evident - including those requiring learning support and extension.
		<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> Refine current and develop new student leadership opportunities, e.g. student led assemblies, multi-age workshops, and buddies Junior School Council incorporates recommendations from review. Implement and analyse Student Attitudes to School Survey for 5/6 students. Facilitate student forums to discuss survey results and use feedback to explore ways to improve student wellbeing if deemed 	<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> A number of school events are student led Recommendations from the review of JSC are implemented. Student Attitudes to School Survey Implemented and analysed in 5/6 Student involvement in parent information forums. Student forums to discuss survey results and provide feedback to explore ways to improve student wellbeing Grade 4/5/6 children discuss 'What makes

Key Improvement Strategies		Actions	Achievement Milestone
		<p>necessary.</p> <ul style="list-style-type: none"> Encourage student involvement in the presentation of parent information forums. At the beginning of the year, discuss with grade 4/5/6 children: 'What makes Moonee Ponds West a special place?' Present to whole staff to assist further discussion of values, common practices and the culture of our school. 	<p>Moonee Ponds West a special place?" and present to whole staff to assist further discussion of values, common practices and the culture of our school.</p>
		<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Review student placement policy. Student handover process to include discussion of attendance issues, social/emotional and learning needs. Review and further refine current transition practices K-F, F-6, 6-7. Review of transition policy 	<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Review of student placement policy Handover process includes discussion of attendance issues, social/emotional and learning needs. Effective transition procedures in place across all transition groups. Transition policy reviewed
		<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> ICT is used to differentiate the curriculum Convene a Parent ICT Expo facilitated by students. Teaching teams continue to include ICT in Units of work. Provide ICT support documents for staff and students. Relevant professional learning provided to staff. Dependent upon positive response, team blogs to be evident across the school. eSmart Modules to be completed Domain 3-6. Tpack results to be analysed. Communication policy to be ratified, communicated and embedded in practice. Create opportunities for school community 	<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> Teachers differentiate the curriculum using ICT A Parent ICT Expo facilitated by students is convened. Teaching teams include ICT in Units of work. ICT support documents provided for staff and students. Relevant professional learning is provided to staff. Dependent upon positive response, team blogs are evident across the school. eSmart Modules are completed Domain 3-6. Tpack analysis of results is completed. Communication policy is ratified, communicated and embedded in practice.

Key Improvement Strategies		Actions	Achievement Milestone
		input and community partnerships through links with the parent body and local community.	
		<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Continue to ensure consistency across the school for recording student absences on ecases. Continue to improve attendance protocols including monitoring data and communication with families with attendance issues. Ensure that students who are on extended family leave have the opportunity to remain connected to school by communicating with school during their absence and keeping diaries to share on their return. 	<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Student Absences recorded on eCases Improved attendance protocols including monitoring data and communication with families with attendance issues. Students who are on extended family leave communicate with school during their absence and keep diaries to share on their return.
	Year 3	<p><u>CURRICULUM:</u></p> <ul style="list-style-type: none"> Ensure induction for new staff includes focus on Wellbeing policy & processes. Provide Hall programme for all P/1/2 students and those identified as having additional needs. Hall to provide socialisation, oral language development, negotiation, problem solving, etc. Further review the Hall programme to ensure best practice. Provide Dax programme- 'Emotional Literacy Through Visual Art' through Creative Arts programme. Inquiry approach to incorporate student voice across all curriculum areas ensuring learning is relevant, meaningful and authentic. Conduct Learning to Learn units in term one across the school to ensure active membership of all students within learning 	<p><u>CURRICULUM:</u></p> <ul style="list-style-type: none"> Induction program for new staff includes focus on Wellbeing policy & processes. Findings and recommendations from Action research project are used in strengthening curriculum provision. Creative Arts planning documents reflect Dax programme. Planning documents incorporate inquiry process and student voice. Planning documents incorporate Learning to learn units Learning Action Plans used as per review. Gateway style programs investigated. A consistent approach to monitoring the achievement of all students is evident - including those requiring learning support and extension.

Key Improvement Strategies		Actions	Achievement Milestone
		<p>communities.</p> <ul style="list-style-type: none"> Learning Action Plans to be used as per review. Implement a range of programs, including Gateway style program(s) to further enhance student engagement. A consistent approach to monitoring the achievement of all students to be implemented including those requiring learning support and extension to maximise student engagement. 	
		<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> Further refine student leadership opportunities, including school events to be student led e.g. assemblies, multi-age workshops, and buddies. Junior School Council meetings to be held regularly. Implement and analyse Attitudes to School Survey for 5/6 students. Encourage student involvement in the presentation of parent information forums. Facilitate student forums to discuss survey results and use feedback to explore ways to improve student wellbeing if deemed necessary. At the beginning of the year, discuss with grade 4/5/6 children: 'What makes Moonee Ponds West a special place?' Present to whole staff. To assist further discussion of values, common practices and the culture of our school. 	<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> A number of school events are student led JSC meetings are held regularly. Student Attitudes to School Survey is implemented and analysed Student involvement in parent information forums. Student forums to discuss survey results and provide feedback to explore ways to improve student wellbeing Grade 4/5/6 children discuss 'What makes Moonee Ponds West a special place?' and present to whole staff to assist further discussion of values, common practices and the culture of our school.
		<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Implement Student Placement policy. Student handover process to include 	<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Student Placement policy implemented. Handover process includes discussion of

Key Improvement Strategies		Actions	Achievement Milestone
		discussion of attendance issues, social/emotional and learning needs.	attendance issues, social/emotional and learning needs.
		<u>ICT & COMMUNICATION:</u> <ul style="list-style-type: none"> ▪ eSmart practices to be embedded in staff and student use of ICT. ▪ ICT used to differentiate the curriculum. ▪ Teaching teams continue to include ICT focus in Units of work. ▪ Provide support documents for staff and students. ▪ AusVELs embedded across the school. ▪ Continual communication of ICT initiatives through various communication devices. ▪ Create opportunities for school community input and community partnerships through links with the parent body and local community. 	<u>ICT & COMMUNICATION:</u> <ul style="list-style-type: none"> ▪ eSmart practices embedded in staff and student use of ICT ▪ Evidence in planners of differentiation of the curriculum using ICT. ▪ Teaching teams include ICT in Units of work. ▪ ICT support documents are provided for staff and students. ▪ AusVELs embedded across the school. ▪ ICT initiatives are communicated through various communication devices. ▪ Opportunities for school community input and community partnerships through links with the parent body and local community are evident across multiple school forums.
		<u>ATTENDANCE:</u> <ul style="list-style-type: none"> ▪ Continue to ensure consistency across the school for recording student absences on eCases. ▪ Continue to improve attendance protocols including monitoring data and communication with families with attendance issues. ▪ Ensure that students who are on extended family leave have the opportunity to remain connected to school by communicating with school during their absence and keeping diaries to share on their return. 	<u>ATTENDANCE:</u> <ul style="list-style-type: none"> ▪ Student Absences recorded on eCases ▪ Improved attendance protocols including monitoring data and communication with families with attendance issues. ▪ Students who are on extended family leave communicate with school during their absence and keep diaries to share on their return.
	Year 4	<u>CURRICULUM:</u> <ul style="list-style-type: none"> ▪ Ensure induction for new staff includes focus on Wellbeing policy & processes. ▪ Provide Hall programme for all P/1/2 students and those identified as having 	<u>CURRICULUM:</u> <ul style="list-style-type: none"> ▪ Induction program for new staff includes focus on Wellbeing policy & processes. ▪ Hall programme for all P/1/2 students and those identified as having additional needs.

Key Improvement Strategies		Actions	Achievement Milestone
		<p>additional needs. Hall to provide socialisation, oral language development, negotiation, problem solving, etc.</p> <ul style="list-style-type: none"> Review to be conducted of Dax programme- 'Emotional Literacy Through Visual Art through Creative Arts programme. Inquiry approach incorporating student voice across all curriculum areas ensuring learning is relevant, meaningful and authentic. Conduct Learning to learn units in term one across the school to ensure active membership of all students within learning communities. Fully implement a consistent approach to monitoring the achievement of all students including those requiring learning support and extension to maximise student engagement. Fully implement Learning Action Plans as per review. Fully implement a range of programs, e.g. Gateway style program(s) to further enhance student learning and engagement. 	<ul style="list-style-type: none"> Review of Dax programme. Planning documents incorporate inquiry process and student voice. Planning documents incorporate Learning to learn units A consistent approach to monitoring the achievement of all students is evident - including those requiring learning support and extension. Learning Action Plans implemented as per review. Gateway style programs implemented.
		<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> Whole school events to be student led e.g. assemblies, multi-age workshops, and buddies. Junior School Council continues to operate. Implement and analyse Attitudes to School Survey in 5/6. Facilitate Student Forums to discuss survey results and use feedback to explore ways to improve student wellbeing if deemed necessary. 	<p><u>STUDENT VOICE & ENGAGEMENT:</u></p> <ul style="list-style-type: none"> A number of school events are student led JSC meetings are held regularly. Student Attitudes to School Survey is implemented and analysed Student forums are held to discuss survey results and use feedback to explore ways to improve student wellbeing Student involvement in parent information forums. Grade 4/5/6 children discuss 'What makes

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> Encourage student involvement in the presentation of parent information forums. At the beginning of the year, discuss with grade 4/5/6 children: 'What makes Moonee Ponds West a special place?' Present to whole staff. To assist further discussion of values, common practices and the culture of our school. 	Moonee Ponds West a special place?" and present to whole staff to assist further discussion of values, common practices and the culture of our school.
		<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Student handover process to include discussion of attendance issues, social/emotional and learning needs. 	<p><u>TRANSITIONS:</u></p> <ul style="list-style-type: none"> Handover process includes discussion of attendance issues, social/emotional and learning needs.
		<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> Create opportunities for school community input and community partnerships through links with the parent body and local community. 	<p><u>ICT & COMMUNICATION:</u></p> <ul style="list-style-type: none"> Opportunities created for school community input and community partnerships through links with the parent body and local community.
		<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Continue to ensure consistency across the school for recording student absences on ecases. Continue to improve attendance protocols including monitoring data and communication with families with attendance issues. Ensure that students who are on extended family leave have the opportunity to remain connected to school by communicating with school during their absence and keeping diaries to share on their return. 	<p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Student Absences recorded on eCases Improved attendance protocols including monitoring data and communication with families with attendance issues. Students who are on extended family leave communicate with school during their absence and keep diaries to share on their return.
	Year	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Continue to provide a safe, inclusive and stimulating learning environment where 	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Students develop a sense of belonging, identity, acceptance of who they are as

Key Improvement Strategies		Actions	Achievement Milestone
<p>Wellbeing</p> <p>Further develop the comprehensive, school-wide approach for social and emotional learning.</p> <p>Further develop and expand agreed approaches and protocols for PLT's</p> <p>Improve communication across the school.</p> <p>Build staff professionalism, collegiality and trust in colleagues.</p>	1	<p>students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience.</p> <ul style="list-style-type: none"> Continue to implement whole school 'Rights and Responsibilities' approach. Ensuring new staff members are guided through this process. Develop Playground Responsibilities using 2014 Playground Survey results. All students to be involved in this process (Term 2). Staff PD on yard scenarios including the Restorative Practices approach (Term 3) Explore options for new staff to attend Restorative Practices PD (with Dave Vinegrad if possible). 	<p>individuals and build resilience in a safe, inclusive and stimulating learning environment.</p> <ul style="list-style-type: none"> Rights and Responsibilities documents completed, signed and displayed in all rooms (including specialists) and outside the principal's office. New Playground Responsibilities document used across the school. New staff members complete Restorative Practices training.
		<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Core team to be formed (including PCO and Student Wellbeing Team members). New team members to attend 'Getting Started' professional learning. Implement initial surveys to gather baseline data. Introduce the KidsMatter framework to all staff through a one-hour Professional Learning session providing information about KidsMatter resources. Ensure parents/carers have access to resources to support student and family wellbeing. (Access to KidsMatter website, articles in newsletter, etc.) 	<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Core team formed. New members attend 'Getting Started' professional learning Initial surveys to gather baseline data implemented. KidsMatter framework introduced to all staff through a one-hour Professional Learning session Parents/carers have access to resources to support student and family wellbeing.
		<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Explore possibility of 5/6 Students participating in Alannah and Madeline 	<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> The possibility of 5/6 Students participating in Alannah and Madeline Foundation's on-

Key Improvement Strategies		Actions	Achievement Milestone
		<p>Foundation's on-line modules to attain their Digital Licence in order to be cyber smart. Involve parents where possible.</p> <ul style="list-style-type: none"> ▪ Staff professional learning to develop understanding around whole school implications for cyber safety/wellbeing. ▪ Explore critical literacy (student sessions, parent information and Professional Learning for staff) challenging how we view our own and others on-line behaviour. 	<p>line modules to attain their Digital Licence in order to be cyber smart has been explored.</p> <ul style="list-style-type: none"> ▪ Staff professional learning around understanding whole school implications for cyber safety/wellbeing. ▪ Student sessions, parent information and Professional Learning for staff, exploring critical literacy challenging how we view our own and others on-line behaviour.
		<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> ▪ Employ a professional consultant to work with staff on building staff professionalism, collegiality, collaboration and trust in colleagues. ▪ Encourage all staff to complete the 2015 Staff Opinion Survey, in order to use the results to inform the Staff Wellbeing PLT. ▪ Initiate an internal evaluation (survey) of staff wellbeing with all staff, in addition to the Staff Opinion Survey. ▪ Continue to build collaboration and diversity within the Staff Wellbeing PLT, by involving Education Support (ES) Staff in attending regular Staff Wellbeing PLT meetings. This will provide opportunities for ES Staff to voice their opinions and represent peers. 	<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> ▪ Staff have worked with a professional consultant and developed an action plan to support areas of focus (staff professionalism, collegiality, collaboration and trust in colleagues). ▪ Staff complete the 2015 Staff Opinion Survey ▪ An internal evaluation (survey) of staff wellbeing completed by staff ▪ Education Support (ES) Staff attend regular Staff Wellbeing PLT meetings
	Year 2	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> ▪ Continue to provide a safe and stimulating learning environment where students develop a sense of belonging, identity, acceptance of who they are as individuals 	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> ▪ Students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience in a safe, inclusive and stimulating learning

Key Improvement Strategies		Actions	Achievement Milestone
		<p>and build resilience.</p> <ul style="list-style-type: none"> Provide whole staff PD on Restorative Practices. Implement whole school 'Rights and Responsibilities' approach. Experienced staff to mentor new staff with a focus on them being developed and owned by students. Students and staff review the current Playground Responsibilities and implement changes accordingly. Develop a resource for staff outlining the process of referral/ support for children with additional wellbeing needs. Including KidsMatter resources, referral through DET and compilation of a list of outside agencies (with support from regional psychologist). Continue to acknowledge and support families with additional needs (consider ways that the school community can support less advantaged families e.g. food bank). 	<p>environment.</p> <ul style="list-style-type: none"> All staff trained in Restorative Practices Rights and Responsibilities documents completed, signed and displayed in all rooms (including specialists) and outside the principal's office. Updated Playground Responsibilities used in yard. Referral resource available for staff outlining the process of referral/ support for children with additional wellbeing needs.
		<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Form a KidsMatter Action Team involving students, staff and parents as per KidsMatter guidelines. Action Team to attend regular meetings (At least 2 per term) to support the implementation of the KidsMatter framework. Core Team to attend Component One training. Facilitate whole staff PD of Component One. This will include four one-hour PD sessions. 	<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Action Team formed. Minutes of regular Action Team meetings forwarded to staff. Core team attendance at Component one Training. Whole staff PD: Four one-hour sessions. Component one survey completed by staff. Community attendance at family KidsMatter night.

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> Re- administer Component One Survey to staff. Family KidsMatter night- discuss KidsMatter framework and discuss mental health and what it means for our community. 	
		<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Continue to investigate, research and implement approaches to develop cyber smart students and families. 	<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Investigation, research and implementation of approaches to develop cyber smart students and families.
		<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> An analysis of the Staff Opinion Survey from the previous year to be conducted and all staff to be encouraged to complete the Staff Opinion Survey, the results used to inform the Staff Wellbeing PLT. Conduct an internal evaluation (survey) of staff wellbeing with all staff, in addition to the Staff Opinion Survey. Implementation of the action plan and goals in consultation with the professional consultant and staff. Continue to have ES Staff representation on the Staff Wellbeing PLT. 	<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> Analysis of the Staff Opinion Survey results to inform our direction in consultation with the professional consultant. Comparison and analysis the internal staff evaluation between years one and two- reflections upon successes, considerations of efficacy of the survey. Evaluation of results from the action plan and the goals set. Member(s) from the ES Staff attending regular Staff Wellbeing PLT meetings.
	Year 3	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Continue to provide a safe and stimulating learning environment where students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience. Implement whole school 'Rights and Responsibilities' approach. Experienced 	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience in a safe, inclusive and stimulating learning environment. Rights and Responsibilities documents completed, signed and displayed in all

Key Improvement Strategies		Actions	Achievement Milestone
		<p>staff to mentor new staff with a focus on the Rights and Responsibilities being developed and owned by students.</p> <ul style="list-style-type: none"> Students and staff participate in a Playground Survey to identify issues in the yard. Develop Playground Responsibilities using Playground Survey results. All students to be involved in this process. 	<p>rooms and outside the principal's office.</p> <ul style="list-style-type: none"> Students and staff Playground Survey completed. New Playground Responsibilities document in use across the school.
		<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Implement Component Two and Component Three including Core Team PD and Whole staff PD facilitated by Core Team. Each component has 4 one-hour sessions. Re-administer Component Two and Three surveys Re-administer parent survey. 	<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Minutes of regular Action Team meetings forwarded to staff. Core team attendance at Component Two and Component Three Training. Whole staff PD: Four one-hour sessions each for Component Two and Component Three. Component Two survey completed by staff. Component Three survey completed by staff. Parent survey completed.
		<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Continue to investigate, research and implement approaches to develop cyber smart students and families. 	<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Investigation, research and implementation of approaches to develop cyber smart students and families.
		<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> An analysis of the Staff Opinion Survey from the previous year to be conducted and all staff to be encouraged to complete the Staff Opinion Survey, the results used to inform the Staff Wellbeing PLT. Conduct an internal evaluation (survey) of staff wellbeing with all staff, in addition to 	<p><u>STAFF WELLBEING:</u></p> <ul style="list-style-type: none"> Analysis of the Staff Opinion Survey results and our internal evaluations inform our direction in consultation with the professional consultant. Comparison and analysis of the internal staff evaluation between years one and two- reflections upon successes and needs,

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> the Staff Opinion Survey. Formulation of an action plan and goals in consultation with the professional consultant and staff. The survey results from the previous two years to be evaluated. Continue to have ES Staff representation on the Staff Wellbeing PLT. 	<ul style="list-style-type: none"> consider efficacy of the survey. An action plan formulated and the goals set. Reflection and evaluation of previous two-years in preparation for a review of processes and outcomes. Member(s) from the ES Staff continue to attend regular Staff Wellbeing PLT meetings.
	Year 4	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Continue to provide a safe and stimulating learning environment where students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience. Implement whole school 'Rights and Responsibilities' approach. Experienced staff to mentor new staff with a focus on them being developed and owned by students. Students and staff to review and use the Playground Responsibilities. 	<p><u>STUDENT WELLBEING:</u></p> <ul style="list-style-type: none"> Students develop a sense of belonging, identity, acceptance of who they are as individuals and build resilience in a safe, inclusive and stimulating learning environment. Rights and Responsibilities documents completed, signed and displayed in all rooms and outside the principal's office. Reviewed Playground Responsibilities document used across the school.
		<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Implement Component Four including Core Team PD and four one-hour whole staff PD sessions facilitated by the core team. Re-administer Component Four Survey to staff. Review success of the framework. 	<p><u>KIDSMATTER:</u></p> <ul style="list-style-type: none"> Minutes of regular Action Team meetings forwarded to staff. Core Team attendance at Component Four training. Whole staff PD: Four one-hour sessions for Component Four. Component Four Survey completed by staff. Review of KidsMatter Framework
		<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Continue to investigate, research and implement approaches to develop cyber smart students and families. 	<p><u>SOCIAL AND EMOTIONAL LEARNING:</u></p> <ul style="list-style-type: none"> Investigation, research and implementation of approaches to develop cyber smart

Key Improvement Strategies		Actions	Achievement Milestone
			students and families.
		<u>STAFF WELLBEING:</u> <ul style="list-style-type: none"> ▪ Compile the results from the Staff Opinion Survey from previous years and use the results to analyse and reflect upon successes for the Staff Wellbeing PLT and all staff. ▪ Compile the data from the internal evaluation (surveys) of staff wellbeing completed by all staff, over the four years. ▪ The efficacy of processes of the staff reviews to be analysed in preparation for the new strategic review. 	<u>STAFF WELLBEING:</u> <ul style="list-style-type: none"> ▪ Results compiled from the Staff Opinion Survey from previous years and analysis of changes in relation to the key areas of collegiality and collaboration. ▪ Results compiled from the internal evaluation surveys from the previous years and analysis of changes in relation to the key areas of collegiality and collaboration. ▪ Analysis and identification of the staff reviews to be analysed in preparation for the new strategic review.
Productivity Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets. Further develop and expand agreed approaches and protocols for PLT's`.	Year 1	<ul style="list-style-type: none"> ▪ Engage a consultant to review and support the development of effective organisational planning. ▪ Audit current structures, processes, roles and responsibilities to build an overview of staff workload throughout the school year. ▪ Audit and review current PLT arrangements and investigate the possibility of alternate PLT's ▪ Develop a consistent approach to the use of data in monitoring the achievement of all students including those requiring learning support and extension to optimise curriculum provision and resourcing. ▪ Implement the Performance & Development Process with a specific focus on building and deepening the capacity of staff in relation to teaching & learning and leadership. 	<ul style="list-style-type: none"> ▪ A consultant has been engaged to work in the development of a whole school organisational plan. ▪ An organisational plan is developed in consultation with staff that makes explicit the structures and details the processes necessary for ensuring the optimal use of resources. ▪ An audit and review of PLT's ▪ Data is used in monitoring the achievement of all students including those requiring learning support and extension to optimise curriculum provision and resourcing. ▪ The Performance and Development Process is undertaken as an annual cycle.
	Year	<ul style="list-style-type: none"> ▪ Undertake a process of organisational 	<ul style="list-style-type: none"> ▪ A process of organisational planning is

Key Improvement Strategies		Actions	Achievement Milestone
Continue to build and deepen the capacity of all staff in effective teaching and learning through distributive leadership.	2	<p>planning based on the previous year's review to ensure resources are effectively deployed and workload is addressed.</p> <ul style="list-style-type: none"> Refine agreed approaches and protocols for PLT's Use data in monitoring the achievement of all students including those requiring learning support and extension to optimise curriculum provision and resourcing. Audit and review current roles & responsibilities and leadership capacity. Continue the implementation of the Performance & Development Process with a specific focus on building and deepening the capacity of staff in relation to teaching and learning, roles and responsibilities and leadership. 	<p>undertaken based on the previous year's review.</p> <ul style="list-style-type: none"> PLT's continue to operate according to agreed approaches and protocols. Data is used consistently in monitoring the achievement of all students including those cohorts of requiring learning support and extension to optimise curriculum provision and resourcing. Audit of roles & responsibilities and leadership capacity The Performance and Development Process is undertaken as an annual cycle.
	Year 3	<ul style="list-style-type: none"> Further refine the implementation of the organisational plan and reflect upon successes and needs through feedback from staff. Further refine agreed approaches and protocols for PLT's. Refine the use of data in monitoring the achievement of all students including those requiring learning support and extension to optimise curriculum provision and resourcing. Continue the implementation of the Performance & Development Process. 	<ul style="list-style-type: none"> The school is engaged in an ongoing process of forward planning and review to ensure resources are effectively deployed and workload is addressed. PLT's continue to operate according to agreed approaches and protocols. Data is used consistently in monitoring the achievement of all students including those cohorts of requiring learning support and extension to optimise curriculum provision and resourcing. The Performance and Development Process is undertaken as an annual cycle.
	Year 4	<ul style="list-style-type: none"> Review the organisational plan and reflect upon successes and needs through feedback from students, staff and community. 	<ul style="list-style-type: none"> A review of the ongoing process of forward planning and review ensures resources continue to be effectively deployed and workload is addressed.

Key Improvement Strategies		Actions	Achievement Milestone
		<ul style="list-style-type: none"> ▪ Review agreed approaches and protocols for PLT's. ▪ Review the use of data in monitoring the achievement of all students including those requiring learning support and extension to optimise curriculum provision and resourcing. ▪ Continue the implementation of the Performance & Development Process. 	<ul style="list-style-type: none"> ▪ A review of PLT structure, processes and protocols is undertaken. ▪ A review of Data use in monitoring the achievement of all students including those cohorts of students requiring learning support and extension to optimise curriculum provision and resourcing. ▪ The Performance and Development Process is undertaken as an annual cycle.

Glossary

Term	Description
Accelerus Light Program	Accelerus Light is a software tool for student assessment, reporting and analysis. It is pre-configured for Victorian government schools with a web based interface. http://www2.accelerus.com.au/
Allanah and Madeleine Foundation Digital Licence program	An online challenge which uses quizzes, videos and games to prepare Australian children (aged ten and over) to be smart, safe and responsible digital citizens. The Digital Licence consists of eight learning modules which evaluate comprehension of key technology and cybersafety topics and equip children with the knowledge and skills they require to learn, play and socialise online. In addition to teaching core digital skills, the Digital Licence promotes conversations about online safety between young people and their parents, carers and teachers. http://www.amf.org.au/digitallicence/
AusVELS	AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. AusVELS incorporates the Australian Curriculum F–10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning. http://ausvels.vcaa.vic.edu.au/
Building Numeracy	Publication / resource by George Booker Building Numeracy aimed at assisting teachers, to develop expertise and confidence in diagnosing student difficulties in mathematics.
DAX programme	See below (Emotional Literacy Through Visual Art) http://www.daxcentre.org
Emotional Literacy Through Visual Art	The Dax Centre has developed a classroom-based program to enhance the emotional literacy of young children through visual arts. In recent years there has been a growing awareness in the general community of the importance of the emotional life of children. We now understand how some childhood trauma can lead to life long difficulties, and in many cases, the development of mental illness in adult life. There is also a greater appreciation of the neuro-plasticity of the brain, in particular the developing brain of children, and how enhancing their emotional literacy in their early years may protect them from some of life's difficulties. To learn more visit ELVA. http://elva.daxcentre.org

Term	Description
EYNI	Early Years Numeracy Interview
FTE	Full Time Equivalent
ICT	Information and Communication Technologies
Junior School Council (JSC)	Who makes it up, how often do they meet? How do they 'voice' students?
Language of Learning	Publication / resource by Margaret Berry Wilson teaching students core thinking, listening, and speaking skills.
LAPs	Learning Action Plans
Learning to Learn	A unit of study designed to build a productive and inclusive learning community for all students.
Maths Coaching Program (MCP)	A training program designed for experienced teachers who work as full-time mathematics coaches. These coaches team with teachers, in their classrooms and assist them in implementing research-based strategies that help F-6 students learn mathematics.
MATHLETICS	An online mathematics program. http://www.mathletics.com.au
Multi age workshops	Workshops for students of different ages
Moderation Manual	Document outlining the guidelines for moderation of student work. For example, student writing is assessed by individual teachers, a selection of these assessments are compared with the assessments of other teachers to ensure consistency in assessments across the school.
NAPLAN	The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May. NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

Term	Description
	http://www.nap.edu.au/naplan/naplan.html
Numeracy Support Program	What is it? How many students? How often? Any link to maths coaching program?
OnDemand Testing	An online resource for teachers to use when, where and how they choose. Tests are designed to link to curriculum and standards. Both general ability tests and topic-specific assessments are provided. It utilises the VCAA Assessment Online software. http://www.vcaa.vic.edu.au/pages/prep10/ondemand/index.aspx
Parent Opinion Survey	Each year school's in Victoria conduct an anonymous opinion survey of 15 per cent of the school community. Parents are randomly selected to participate and the information gathered is confidential and used to support future school planning and improvement. http://www.education.vic.gov.au/school/principals/management/Pages/performsurveyparent.aspx
Playground Survey	A survey of the students in relation to their experience of the playground.
Professional Learning teams (PLT's)	The current Professional Learning Teams are English, Mathematics, ICT, Assessment & Reporting, Individual Needs & Pathways, Student Wellbeing & Staff Wellbeing comprised of staff representatives from across the school.
Student Family Occupation Index (SFO)	A measurement used to assess student need based upon parental occupation that has become an increasingly important component of funding to schools. A lower figure equates to less need (on a scale of 0 -1).
Staff Opinion Survey	A new School Staff Survey was implemented in Victorian government schools in August 2014. All staff members, including leaders, teaching and non-teaching staff, full and part-time, have the opportunity to participate if they have been working at the school during the month preceding the Survey. The Survey is open annually in August. The new survey focuses on areas of school climate and has been developed by McREL. http://www.education.vic.gov.au/school/principals/management/Pages/performsurveystaff.aspx
Students attitudes to school survey	The overall objective of the annual Attitudes to School survey is to collect data about the opinions of students from Years 5 to 12 to assist schools with planning, developing curriculum and supporting students. The survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides schools with valuable data on students' views of their wellbeing, teaching, learning and school in general. http://www.education.vic.gov.au/school/principals/management/Pages/performsurveyat.aspx
Team Blog	
Tpack Survey	Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with

Term	Description
	technology. http://tpack.org
Writing Framework 6 traits	The 6 traits of the writing framework are: <ul style="list-style-type: none"> Ideas, word choice, sentence fluency, conventions, voice & organisation.
Writing, Scope & Sequence	A document that indicates both the scope and the sequence in which the particular components of writing are to be taught.
K-F	Kindergarten to Foundation Year
F-6	Foundation Year to Year 6
6-7	Year 6 to Year 7