

# School Strategic Plan for Tucker Road Bentleigh Primary School 4687 2015 -2018



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: <u><i>Robyn Farnell</i></u></p> <p>Name <u>Mrs Robyn Farnell</u></p> <p>Date; <u>19 May 2015</u></p>
<p>Endorsement by School Council</p>	<p>Signed: <u><i>John Moore</i></u></p> <p>Name <u>Mr John Moore</u></p> <p>Date: <u>19 May 2015</u></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



## School Profile

### Purpose

At Tucker Road Bentleigh Primary School we strive for academic excellence by providing a stimulating, safe, and inclusive environment. Our purpose is to educate children to become young adults who will continue to learn and thrive in an ever-changing world. We want our children to have a passion for learning where they connect, create and produce work that matters to them and others. We nurture a supportive learning culture and build relationships which assist children to develop an awareness and appreciation of self and others. We emphasise the importance in fostering positive home and school partnerships to support our children to excel with their learning. We promote environmental awareness so our children will become leaders for a sustainable future. Our children are encouraged to be creative innovators, critical thinkers and problem solvers. We nurture children to build the skills and competencies which will assist them to effectively collaborate and operate in a global world. We want our children to be literate, numerate and emotionally and socially well-adjusted.

We value data informed instructional practice that is based on current research evidence. Teachers use a variety of methods to assess children individually to inform their teaching and to ensure they design meaningful and personalised learning experience to effectively meet the learning needs of each child. We inspire students to be active and independent learners and responsible global citizens who take action to improve their world.

#### Our Guiding Principles:

- We will build relationships to ensure children are encompassed in a learning partnership where goal setting, reflection on progress and feedback are the norm
- We will encourage a growth mindset through providing a school culture where learning and effort are highly valued
- We will recognise that all children are individuals and that learning programs need to be personalised
- We will provide rich, varied and challenging programs that engage children to develop and utilise creativity, problem solving and thinking skills
- We will create collaborative learning opportunities that foster intercultural understandings, perspective taking and inquiry
- We will empower students by providing opportunities to have a voice, show leadership and take action in their community
- We will provide a learning environment that foster children's emotional and social learning to develop self-responsibility, respectfulness and resilience
- We will ensure that children have access to ICT to build competence with technologies to connect and operate in a local, national and global society.

### Values

- Friendliness: being kind caring welcoming and inclusive.
- Enthusiasm: striving for our best by having high expectations, confidence and a positive attitude.
- Co-operation: working together to achieve our best.
- Respectfulness: having regard for ourselves, others and property.
- Responsibility: accepting challenges in a positive way, being accountable for our own actions, choices and personal development.

### Environmental Context

Tucker Road Bentleigh Primary School commenced in 1954 and is situated in spacious (4.5 hectares) and well-presented grounds with senior, middle and junior adventure playgrounds, a large oval, grassed sport areas, a running track, netball and basketball courts and quieter internal courtyard areas. Outdoor chess and shaded eating areas complement the active play spaces. A major upgrade of facilities occurred during 1999. All classrooms are air-conditioned and have the

infrastructure to support learning technologies. Various grounds projects have been completed over the last few years and include: the development of a kitchen garden, covered walkways, installation of electronic whiteboards, trees and garden bed re-developed, employment of a maintenance person, replacement of front fence and entrances to improve security. As part of the BER funding (Building Education Revolution), six classrooms and open learning centre was completed by the end of 2010. We provide an attractive environment that is safe and secure, is considered the responsibility of all school community members.

Over the past 6 years the school enrolment has grown by over 25% to its current enrolment of 572 students. Continued growth in enrolments is expected over the next four years. Since 2005, there has been an increase in the number of LBOTE students and a change in the socio-economic status of families. There are many religions represented within the student and parent/carer population. The school's staffing profile consists of an aggregate of 38.7 Equivalent Full Time positions of which 32 are teaching, 2 Principal Class Officers and 1 Leading Teacher. Our staffing profile has changed over the past 4 years due to teacher retirement and family leave and new teachers have been appointed.

We provide a comprehensive range of specialist programs including Art, Music, Italian and Physical Education and Sport. One of the school's productivity goals is around teacher professional development and building effective learning teams to embed our strategic improvement work over the next four years.

At Tucker Road we pride ourselves on providing a culture where the pursuit of individual learning is viewed as an on-going partnership in which all members of the school community are involved. Our parents are very supportive and actively involved in all facets of school life. Student learning and Wellbeing are the primary focus, however great emphasis is placed on the learning by staff, parents and the school community. A safe, caring and challenging environment coupled with a positive attitude to learning growth are key components of our school culture. We foster inter cultural-understandings, student voice and citizenship. Teachers work in collaboration to plan and use online and individualised assessments to deliver personalised learning for each student. The school's academic results continue to improve with 2014 Literacy and Numeracy achievement exceeding both nation and state-wide expectations.

### **Service Standards**

Our school recognises the purpose of this strategic plan is to detail future improvement work, and as such does not detail the successful programs and significant innovations that have been embedded due to previous strategic work. Details of our school-wide programs and initiatives are provided within school newsletters, the website, curriculum documentation and information packs to prospective parents.

These service standards cover both our current work as a learning organisation as well as future possibilities being explored to further improve student wellbeing, engagement and academic achievement.

- We communicate on a regular basis with parents. This open communication includes a weekly newsletter, school blogs, term curriculum updates/class newsletters, informal parent meetings student progress reports and parent information events.
- We provide a comprehensive and balanced curriculum where instruction is differentiated and learning is personalised for all children.
- We actively share our vision and goals to ensure school community is fully committed to the school's strategic plan.
- We provide a safe, happy and stimulating learning environment to ensure all students are nurtured to grow and achieve success in their learning.
- We view student wellbeing as a top priority and the school values drive the management of student expectations including the development of values based classroom environments.

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></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 achieve.</p>	<p><i>Context:</i> Over the past strategic plan TRBPS has developed and implemented a number of key strategies in English; specific focus has been on reading and comprehension. In Mathematics, the focus has been on the number (P-6) strand and part of the goal is to continue to sustain this emphasis over the next 4 years.</p> <p><i>The school has implemented support programs (intensive withdrawal as well in-class instructional adjustments) that we aim to continue to sustain.</i></p> <p>Goals: To improve student learning in English with particular emphasis on writing and spelling whilst maintaining the sustained focus on reading.</p> <p>To improve student learning in Mathematics with particular emphasis on using challenging (rich task) problems and differentiation so students can explore their mathematical reasoning skills.</p>	<p><i>Context:</i> Over the past 4 years NAPLAN results in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy are for the most part above state-wide benchmarks.</p> <p><i>We will continue to use NAPLAN relative growth targets from Years 3-5 to measure school performance.</i></p> <p>Mathematics: To continue the relative growth of students in Numeracy (NAPLAN) so that low, medium and high groups achieve higher than the relative state-wide growth.</p> <p>English: To continue to improve student writing as measured by the (NAPLAN) relative growth scores of students between Years 3 and 5 to above the state-wide benchmark score.</p> <p>To improve student spelling as measured by the (NAPLAN) relative growth scores of students between Years 3 and 5 to above</p>	<p>Review, select and align key data tools for the collection and analysis of student learning that will inform targeted instructional practice:</p> <ul style="list-style-type: none"> <li>• embed the use of assessment - 'as, for and of' learning P-6,</li> <li>• ensure teaching and learning responds to student capacity beyond expected levels,</li> <li>• regular team analysis of cohort, individual and whole school data,</li> <li>• utilise current research &amp; data evidence to drive year level planning,</li> <li>• investigate the most effective assessment tools to assist teachers to more accurately assess student learning.</li> </ul> <p>Develop and implement a whole school approach to writing that encompasses a focus on spelling, grammar and punctuation.</p> <p>Build teacher capacity to focus on explicit teaching of writing skills and spelling using professional learning and peer and instructional coaching.</p> <p>Continue to use the diagnostic Words Their Way (WTW) Spelling program from Years 1-6 to inform curriculum development and for whole school</p>

		the state-wide benchmark score.	consistency.  Further investigate reading programs that focus on improving comprehension skills, accuracy and fluency.  Investigate reading assessment tools that adequately assess student reading levels and comprehension abilities.
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p><i>Context:</i> <i>Our school data reflects that students are happy, motivated to learn, connected to school and feel accepted by their peers.</i></p> <p><i>Goals:</i> To continue to build and promote behaviours and attitudes across the school community that supports the achievement of personal best and encourages a growth mindset.</p>	<p>To maintain the high results evident in the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- Student morale</li> <li>- Classroom behaviour</li> <li>- Teacher effectiveness</li> <li>- Teacher empathy</li> <li>- Stimulated learning</li> <li>- Student motivation</li> <li>- Student orientation</li> <li>- School connectedness</li> </ul>	<p>Increase student voice opportunities through involvement and participation in decision making via an active SRC, student forums, student leadership and inquiry learning.</p> <p>Further extend cross age activities across the school.</p> <p>Maintain lunch time activities focusing on both sporting and passive options.</p> <p>Strengthen and broaden community partnerships e.g. working with the local schools from neighbouring networks.</p> <p>Emphasise student led inquiry learning at the year P-6 level.</p> <p>Review and expand the student led conferences. Further develop student individual goal setting, self-report and reflection on learning progress.</p> <p>Build the capacity of staff to effectively use and integrate ICT across the curriculum.</p>
	To optimise student capabilities with ICT to more effectively meet their needs as 21 <sup>st</sup> century learners	To fully embed the use of ICT into curriculum programs.	

	To ensure smooth transition through-out the school (P-6) particularly at pivotal years; year 2 to year 3 & year 4 to year 5.	To improve the score for transition variable (1ST Quartile) in the parent opinion survey by 2018.  To track all students throughout their life at the school.	Develop and implement a whole school transition protocol/program with particular emphasis on year 2-3 & year 4-5.  Using an electronic format to record and track student achievement P-6, wellbeing and attendance.
<p><b>Wellbeing</b></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><i>Context:</i> <i>The school has a very supportive community and our students feel happy and safe in the classroom and outside play environment. These relationships are crucial in promoting courageous risk taking in learning.</i></p> <p><b>Goals:</b> To maintain the strong, trusting relationships that have been built and to strengthen clear communication and positive regard for one another.</p> <p>To strengthen student social and emotional wellbeing.</p>	<p>To improve consistency between parent, student and staff perceptions of:</p> <ul style="list-style-type: none"> <li>- Student morale</li> <li>- Teacher empathy</li> <li>- Effective discipline policy</li> <li>- Student safety</li> <li>- School connectedness</li> <li>- Student motivation</li> </ul>	<p>Fully implement the Student Engagement Policy to enhance whole school consistency to student management practices.</p> <p>Use relationships as the basis for building safe and stimulating classroom learning communities, where class expectations based on our school values are co-constructed with our children.</p> <p>To source a Social and Emotional framework which will align the school's philosophy, values, current and future social and emotional wellbeing programs i.e. KidsMatter.</p> <p>Investigate and implement Restorative Practices, including circle time and the training of student peacemakers (5-6) to develop risk taking, mutual respect, trustworthiness and self-responsibility.</p> <p>Increase promotion and celebration of student behaviours that demonstrate the school values</p> <p>Develop a 'Student Wellbeing Team' that</p>

			meets regularly to: <ul style="list-style-type: none"> <li>• review current wellbeing programs,</li> <li>• establishing a SEL framework,</li> <li>• develop collective responsibility and consistency of approach to wellbeing across the school.</li> </ul>
<p><b>Productivity</b></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><u>Context:</u>  <i>During the school review the school was acknowledged for its comprehensive workforce plan and its clear program budget processes which together effectively resource our teaching and learning programs.</i></p> <p>Goals:          To improve the professional learning (PL) program and PDP process.</p> <p>To enhance whole school planning and program delivery, particularly through improved staff capacity and efficacy of Professional Learning Teams (PLTs).</p>	<p>School Staff Opinion Survey data to rank ‘Active Participation and Coherence’ (in the Professional Learning module), to be above the State Mean.</p> <p>School Staff Opinion Survey data to rank ‘Applicability of professional learning’ (in the Professional Learning module), to be above the state mean</p>	<p>Establish clear goals for the professional learning strategy that enables people to connect their learning to the school’s improvement agenda.</p> <p>Build the instructional capacity of teachers through PL, teacher observation, use of student achievement data, strong and ongoing induction, mentoring and coaching and the PDP process.</p> <p>Build teacher leadership capacity across the school to support professional growth and improve student learning outcomes for all children.</p>





## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Develop and implement a whole school approach to writing that encompasses a focus on spelling, grammar and punctuation.</p> <p>Build teacher capacity to focus on explicit teaching of writing skills and spelling using professional learning and peer and instructional coaching.</p> <p>Continue to use the diagnostic Words Their Way (WTW) Spelling program from Years 1-6 to inform curriculum development and for whole school consistency.</p> <p>Further investigate reading programs that focus on improving comprehension skills, accuracy and fluency.</p> <p>Investigate reading assessment tools that adequately assess student reading levels and comprehension abilities.</p> <p>Review, select and align key data tools for the collection and analysis of student learning that will inform targeted instructional practice:</p> <ul style="list-style-type: none"> <li>• embed the use of assessment - 'as, for and of' learning P-6,</li> <li>• ensure teaching and learning responds to student capacity beyond expected levels,</li> <li>• regular team analysis of cohort, individual and whole</li> </ul>	<p>Year 1</p>	<p>Investigate &amp; trial 'VCOP - The Big Write' writing program to ensure greater continuity (across P-6) with the explicit teaching of writing skills; particularly focusing on spelling, grammar and punctuation.</p> <p>Schedule whole staff Professional Learning - VCOP - The Big Write – writing program.</p> <p>Build teacher capacity, confidence and practice in relation to teaching and assessing writing; particularly a heightened focus on spelling, punctuation and grammar.</p> <p>Provide opportunities for teachers to discuss current effective literacy practices across the school P-6.</p> <p>Audit and investigate current reading assessment tools and relevant PL that will assist teachers to more adequately assess student reading and comprehension abilities and understandings.</p> <p>All P-4 staff to trial the use of a sourced reading</p>	<p>Trail a whole school writing approach P-6 as evident in team planning documentation.</p> <p>Use of WTW spelling Program across P-6.</p> <p>Staff attendance at Writing PL workshops and collection of trail experiences and results shared at meetings.</p> <p>Writing data collected, analysed and discussed (trial experiences) as whole school, cohort and individually (including moderation and NAPLAN data) as evident in team planning and PL meeting schedule.</p> <p>Writing included as a focus for staff PDP plans and evident in team goals.</p> <p>English/ Literacy Strategic Action Team created with representatives from P-6 – each year level.</p> <p>Staff attendance at all professional learning opportunities regarding current reading assessment tools and tools trialled (years P-4) evident in the school assessment schedule and PL planner.</p> <p>Staff analysis of data generated from trials of</p>

<p>school data,</p> <ul style="list-style-type: none"> <li>• utilise current research &amp; data evidence to drive year level planning,</li> <li>• investigate the most effective assessment tools to assist teachers to more accurately assess student learning.</li> </ul>		<p>comprehension assessment tool Fountas &amp; Pinnell with a selection of high and low performing students (P-4).</p> <p>Continue the focus on Mathematics (Numeracy), particularly the incorporation of engaging Rich Tasks (open -ended problems) to stimulate students to explore their mathematical reasoning skills, extend their thinking and articulate their learning.</p> <p>Whole school professional learning workshops provided on creating and using open - ended/ rich tasks to differentiate instruction in Maths.</p> <p>Build the capacity and confidence of teachers to use Mathematics Rich Tasks for differentiation.</p> <p>Begin team moderation of Maths Rich Tasks .</p> <p>Provide an avenue for vertical teams to discuss Mathematics.</p>	<p>selected reading assessment tools shared at team meetings, whole school &amp; PLTs.</p> <p>Rich tasks trialled and shared as evident in team and individual teacher planning documentation and meeting agendas.</p> <p>Staff attendance at whole school Numeracy Professional Learning day term 3.</p> <p>Maths PL opportunities evident in the whole school meeting schedule.</p> <p>PLT time devoted to moderation of Mathematics Rich Tasks evident in level meeting schedule.</p> <p>Maths/ Numeracy Strategic Action Team established with representatives from across the school P-6.</p>
	Year 2	<p>Continue to provide Professional Learning delivered by consultants/experts based on best practice in teaching writing.</p> <p>Continue the implementation of VCOP - The Big Write across P-6.</p> <p>Continue to specifically focus on the explicit teaching of spelling, grammar and punctuation as part of the writing program.</p>	<p>Staff attendance at writing PL opportunities. Whole school focus and sharing of trial experiences included in meetings.</p> <p>Evidence in team planning documentation of trialled implementation of the VCOP writing program.</p> <p>WTW program being used across the school P-6 evident in planning documentation.</p> <p>Improvement in NAPLAN writing data for year 3 and year 5 students and matched cohort data particularly - writing, spelling and G &amp; P.</p>

	<p>Continue to extend teachers capability to teach and assess reading through a focus on explicit teaching of comprehension skills P-6.</p> <p>Accurate assessment of student’s reading progress through use of F &amp; P reading assessment tool, PROBE, On Demand and PM benchmarking.</p> <p>Continue to build the capacity of staff in developing implementing and assessing Maths Rich Tasks through PL - educational consultants.</p> <p>Continue the implementation of engaging Mathematics (Numeracy) Rich Tasks (open -ended problems) to assist with differentiation.</p> <p>Increase the use and effectiveness to analyse On Demand Maths and MOI testing through implementation of Data Wise practices.</p> <p>Compare data from various forms of assessment to verify AusVELS Mathematics teacher judgement results; compare with NAPLAN, ON Demand, diagnostic tests &amp; MOI results.</p>	<p>Reading and Comprehension Assessment tool (F &amp; P) continued to be used P-4 and trial extended to years 5 &amp; 6.</p> <p>Reading data results across P-6 to reflect greater consistency between NAPLAN (yrs 3 &amp; 5) and AusVELS teacher judgments .</p> <p>Staff attending further PL focused on Rich Tasks &amp; Trial new Maths 300 across the school; evident in planning documentation.</p> <p>Year levels create a bank of Mathematics Rich Tasks that all staff can utilise across P-6.</p> <p>Teachers using Data Wise practices; meeting time devoted to supporting this to occur.</p> <p>Teachers using multiple sources of assessment to triangulate data to inform practice and reporting; evident in assessment schedule and PLT meeting minutes.</p>
	<p>Year 3</p> <p>Fully implement VCOP The Big Write – writing program.</p> <p>Continue to provide Professional Learning delivered by consultants/experts to build teacher capacity with teaching writing.</p> <p>Review trialled WTW spelling, grammar and punctuation programs; teachers complete feedback survey about WTW and VCOP.</p>	<p>The Big Write program used by all teachers across P-6 evident in team and individual classroom planning.</p> <p>Attendance at Staff whole school scheduled writing PL.</p> <p>Improvement of and consistency between school data; NAPLAN, AusVELS (teacher judgements) and moderation data for Writing.</p> <p>Teachers complete surveys in teams.</p>

	<p>Leadership team to analyse survey data to determine program and trial effectiveness.</p> <p>Full implementation of the whole school reading &amp; assessment program (Fountas and Pinnell) focussing on explicit teaching of comprehension skills P-6 and accurate assessment of student reading capabilities.</p> <p>Continue to build the capacity of staff in developing implementing and assessing Maths Rich Tasks through PL.</p> <p>Continue the creation and implementation of engaging Mathematics (Numeracy) Rich tasks and use these to assess student learning through moderation and triangulation of assessment data from various sources.</p>	<p>Survey analysis data results reported back and discussed with staff.</p> <p>Staff analysis of data gained from F &amp; P reading assessment program shared at team meetings &amp; results entered into whole school data spread sheets.</p> <p>Time allocated for student learning data results to be discussed and analysed as part of all school PL and team meetings – evident in minutes.</p> <p>Continued improvement and consistency evident between school data; NAPLAN, AusVELS (teacher judgements) and diagnostic tools (F &amp; P) for Reading.</p> <p>Staff analysis of data gained from trials of selected Maths assessment tools shared at team meetings.</p> <p>Continued improvement of and greater consistency evident between school data results; NAPLAN, AusVELS (teacher judgements) and Diagnostic tools in Mathematics.</p>
Year 4	<p>Review the implementation/effectiveness of VCOP The Big Write – writing program.</p> <p>Review whole school reading program focused on developing/extending comprehension skills P-6.</p> <p>Full audit and review of the school based reading assessment tools trialled over the SSP.</p>	<p>Survey staff and students to get feedback on the development, trial and implementation of the VCOP The Big Write Program through:</p> <ul style="list-style-type: none"> <li>• School data analysis of student, staff and parent data incl.</li> <li>• teacher feedback about relevance of data obtained in assessing students ability in writing</li> <li>• student learning data results 3 year analysis – NAPLAN, AusVELS (teacher</li> </ul>

		<p>Review the use of sourced and school created Mathematics (Numeracy) Rich tasks and usefulness to assess student learning and their effectiveness to assist with being another source of assessment data.</p>	<p>judgements), anecdotal notes and moderation</p> <ul style="list-style-type: none"> <li>• student feedback survey 3-6 – develop our own survey</li> <li>• survey parent groups to assess their perception of the program.</li> </ul> <p>Survey teachers to seek feedback about the effectiveness of reading assessment tools and associated programs trialled and implemented over the 3 years on comprehension and reading progress of groups of students.</p> <p>Survey teachers about the effectiveness of using Maths Rich Tasks to assess student learning and their effectiveness to assist with being another source of assessment data.</p> <p>Survey students about feedback on rich tasks in Mathematics – develop a survey to collect this information.</p> <p>Analyse all survey data with staff and school community as part of the school review process.</p> <p><b><u>All targets achieved</u></b> To improve the score for NAPLAN data for Writing (particularly spelling, grammar and punctuation) Reading and Numeracy.</p> <p>To achieve greater consistency between NAPLAN, On Demand, MOI, EOI, PM benchmarking and F &amp; P and AusVELS Teacher Judgements results in all areas.</p>
<p><b>Engagement</b></p> <p>Increase student voice opportunities through involvement and participation in decision making via an active SRC,</p>	<p>Year 1</p>	<p>Organise a 3 year plan for special events to avoid duplication and ‘over scheduling’ and to focus on maximising time spent on core curriculum .</p>	<p>3 year planner drafted for school events presented for trial- Term 1.</p>

<p>student forums, student leadership and inquiry learning.</p> <p>Further extend cross age activities across the school.</p> <p>Maintain lunch time activities focusing on both sporting and passive options.</p> <p>Strengthen and broaden community partnerships e.g. working with the local schools from neighbouring networks.</p> <p>Emphasise student led inquiry learning at the year P-6 level.</p> <p>Review and expand the student led conferences. Further develop student individual goal setting, self-report and reflection on learning progress.</p> <p>Build the capacity of staff to effectively use and integrate ICT across the curriculum.</p>		<p>Review processes and protocols to support successful transitions through the school.</p> <p>Conduct parent information sessions at pivotal transition years (yrs 2-3 and yrs 4-5).</p> <p>Tailor the transition sessions specifically for those students going into the shared learning space.</p> <p>Using an electronic format to record and track student achievement P-6 and initiate survey students about student pathways / transition.</p> <p>Organise cross age activities using both sporting and passive options.</p> <p>Review and refine the existing student led conferences / interviews. Further develop individual goal setting and self-reporting.</p>	<p>All students participate in transition programs; in, out and through the school – Terms 3 &amp; 4.</p> <p>Year level Information sessions hosted at the beginning of the year.</p> <p>End of each year provide pivotal year transition forums – late term 3 or early term 4.</p> <p>Using an electronic format to closely record and track student achievement P-6 and student opinion on student transitions across the school – Ongoing.</p> <p>Individual classes to trial a variety of buddy systems and present findings as teams– Term 3.</p> <p>Trail student- led conferences at years 5 &amp; 6 linked to goal setting and learning portfolios.</p>
<p>Develop and implement a whole school transition protocol/program with particular emphasis on year 2-3 and year 4-5.</p> <p>Using an electronic format to record and track student achievement P-6, wellbeing and attendance.</p>	<p>Year 2</p>	<p>Draft a 3 year school event planner. Re-audit extra curriculum events to ensure scheduled events are monitored against targets.</p> <p>Conduct parent information sessions at pivotal transition years 2-3 and 4-5. Design specific transition programs for those students moving into the SOL and year3/4 area.</p> <p>Students to complete surveys about transition process in years 3 and 5.</p> <p>Extend buddy / cross-age tutoring program across all year levels.</p> <p>PL for staff in understanding and applying Hattie’s meta-analysis and teaching approaches – ‘Visible</p>	<p>Modify the 3 year school event planner and present to the school community – Term 1.</p> <p>Transition information presentations for parents – Terms 3 &amp;4.</p> <p>Transition Survey data analysed and presented to whole staff -Term 3.</p> <p>Cross-age tutoring program / extended buddy time implemented across P-6.</p> <p>PL – ‘Visible Learning Visible teaching’ scheduled in PL meeting planner.</p>

		<p><i>Learning Visible teaching’.</i></p> <p>Students to be provided with increased responsibility for monitoring and tracking their own learning and assessment across the school.</p>	<p>Use of ‘John Hattie’s’ goal setting and feedback visible learning teaching approaches evident in classroom planning.</p>
	Year 3	<p>Revise 3 year school event planner; re-audit extra curriculum events to ensure scheduled events are monitored against target of maximising time spent on core –curriculum.</p> <p>Students to complete surveys about transition and pathways.</p>	<p>Yearly plan to be presented to school community – Term 1.</p> <p>Survey data presented at whole school PL and discussed and suggestions for refinement to transition program to be recorded – Term 3.</p> <p>Transition programs to be refined ready for 2015 – Term 4.</p>
	Year 4	<p>Formal evaluation of work done in the area of Student pathways and transitions. Analyse data from the past 3 (4) years to assess success of work done in this area.</p>	<p><b>All targets achieved</b></p> <p>To improve the score for transition variable in the parent opinion survey.</p> <p>Track all students throughout their life at the school- ongoing.</p>
<p><b>Wellbeing</b></p> <p>Fully implement the Student Engagement Policy to enhance whole school consistency to student management practices.</p> <p>Use relationships as the basis for building safe and stimulating classroom learning communities, where class expectations based on our school values are co-constructed with our children.</p> <p>To source a Social and Emotional framework which will align the school’s philosophy, values, current and future social and emotional wellbeing programs i.e. KidsMatter.</p>	Year 1	<p>Increase involvement and participation in decision making: student leadership, inquiry learning.</p> <p>Form a Student Wellbeing (Strategic Action) Team which has representation across the school from teachers P-6 to support a consistent approach across the school.</p> <p>Audit and revise Student Wellbeing and Engagement Policy.</p>	<p>Student SRC Beachside leadership joint network program attended by year 6 leaders.</p> <p>Student Attitudes to Survey data to maintain high levels for all variables outlined – survey data to be analysed and discussed by staff - Term 3.</p> <p>Student Wellbeing Team in operation by end term 1.</p> <p>SWT meetings scheduled on Term Meeting Planner.</p> <p>Student Wellbeing and Engagement Policy updated and shared with staff and community - Term 3.</p>

<p>Investigate and implement Restorative Practices, including circle time and the training of student peacemakers (5-6) to develop risk taking, mutual respect, trustworthiness and self-responsibility.</p> <p>Increase promotion and celebration of student behaviours that demonstrate the school values</p> <p>Develop a 'Student Wellbeing Team' that meets regularly to:</p> <ul style="list-style-type: none"> <li>• review current wellbeing programs,</li> <li>• establishing a SEL framework,</li> <li>• develop collective responsibility and consistency of approach to wellbeing across the school.</li> </ul>		<p>Initiate professional learning on Circle Time &amp; Restorative Practice with an external consultant.</p> <p>Build teachers capacity to implement Circle Time as a regular part of the social and emotional framework&amp; investigate Restorative Practice PL.</p> <p>Introduce KidsMatter Social and Emotional Learning Framework to all staff.</p> <p>Participate in Bully Stoppers project –SRC student voice with a local network of schools.</p> <p>Conduct an audit of play spaces based on activity and safety levels.</p> <p>On-going monitoring of areas by yard duty staff and SWT.</p>	<p>Teachers trial Circle Time discussions and discuss - issues arising – as part of PLT meetings terms 3&amp;4.</p> <p>Leadership Team to investigate and schedule PL on Restorative Practice for early 2016.</p> <p>SWT supports teachers with trialling and resourcing Circle Time practice evident in meeting minutes.</p> <p>SWL to complete Module 1 of KidsMatter program and staff workshop completed -term 2.</p> <p>Student Leaders participation in Student Wellbeing Conference with Bayside network – hosted by Andrew Fuller term 2.</p> <p>Staff provided with a map of identified hot spot areas in the school to use; displayed in the staffroom.</p> <p>Map reviewed and updated regularly.</p>
	Year 2	<p>Train peer mediators from year 5 in Restorative Practices to assist in the yard.</p> <p>Conduct DET and school based student forums (SRC) and surveys.</p> <p>Continue SRC and Bully stoppers joint project.</p> <p>Implement Restorative Practice and peacemaking.</p> <p>Build teachers capacity to embed Circle Time as a</p>	<p>Year 5 peer mediators trained In Restorative Practice – Term 4 - active in playground.</p> <p>Student Attitudes to Survey data to maintain high levels for all variables in particular: connectedness to school and safety.</p> <p>SRC students from years 4-6 participate at local schools network conferences and SRC joint meetings.</p> <p>PL on restorative Practices included in PL planning Staff trained &amp; practising the Restorative 'Chat'.</p> <p>Circle Time evident in team planning</p>



		<p>regular part of the social and emotional framework – Restorative Practices.</p> <p>SWT leaders and small team to attend module 2 - KidsMatter training -term 2.</p> <p>Audit current and investigate new DET Social and Emotional Learning Skills Programs for P-6.</p> <p>Fully implement student peer mediation ‘Peacemakers’ program in the playground for yrs P-4 (low level yard issues).</p> <p>Train new Peacemakers from this year 5 cohort.</p>	<p>documentation and in every classroom across the school.</p> <p>Staff professional learning module 2 ‘KidsMatter’ - term 3.</p> <p>Use audit to identify gaps in Social and emotional Learning, use KidsMatter to determine suitable programs that meet the needs of all students P-6.</p> <p>Yr 6 student peacemakers active in the school yard.</p> <p>A reduction in the number of incidents occurring in the yard as recorded in the incident book – Ongoing</p> <p>2017 Year 6 students are trained as peacemakers ready - term 4.</p>
	Year 3	<p>Continue network and school based student forums (SRC) and surveys as part of the Bully stoppers project.</p> <p>Continue to implement restorative practices Inc., circle time.</p> <p>SWT members attend module 3 - KidsMatter training – term 2.</p> <p>Fully implementing and embed school wide agreed Social and Emotional Learning Skills Program (scope and sequence) across P-6.</p> <p>Train new Peer mediators from this year’s 5 cohort to act as peacemakers.</p>	<p>Student Attitudes to Survey data to maintain high levels for all variables in particular: connectedness to school and safety.</p> <p>SRC students from years 4-6 participating at network conferences and SRC joint meetings and projects.</p> <p>Circle Time evident in team planning documentation and in every classroom across the school.</p> <p>Staff professional learning module 3 ‘KidsMatter’ - term 3.</p> <p>Social and Emotional Learning (SEL) programs evident in team planning and individual classroom documentation.</p> <p>Year 6 student Peacemakers active in the school yard and mentoring year 5 new peacemakers - term</p>

			4. Increased reduction in the number of incidents occurring in the yard as recorded in the incident book – Ongoing.
	Year 4	Formal evaluation of work done in the area of Student engagement and wellbeing. Analyse data from the past 3 (4) years to assess success of work done in this area.	<p><b>All targets achieved</b></p> <p>To maintain high levels measures in the Student Attitudes to School Survey, in particular to at least the 3<sup>rd</sup> quartile for the variables of:</p> <ul style="list-style-type: none"> <li>- Student morale</li> <li>- Teacher effectiveness</li> <li>- Teacher empathy</li> <li>- Stimulated learning</li> <li>- School connectedness</li> <li>- Student motivation</li> <li>- Student safety.</li> </ul> <p>A greater consistency between parent, student and staff perceptions of</p> <ul style="list-style-type: none"> <li>- classroom behaviour</li> <li>- student morale</li> <li>- effective discipline policy</li> <li>- student orientation.</li> </ul> <p>To maintain the reduced number of unapproved and approved absences for reasons other than travel.</p>
<p><b>Productivity</b></p> <p>Establish clear goals for the professional learning strategy that enables people to connect their learning to the school’s improvement agenda.</p> <p>Build the instructional capacity of teachers through PL, teacher observation, use of student achievement data, strong and ongoing induction, mentoring and coaching</p>	Year 1	<p>Build Professional Learning Teams P-2, 3-4 &amp; 5-6.</p> <p>Review staff roles and responsibilities and update role descriptions to align with School goals and priorities.</p>	<p>PLTs scheduled as a regular part of the meeting planner for the year.</p> <p>TRBPS Staff Handbook drafted that outlines DET Roles and Responsibilities for all staff classifications and align with school processes and operations and PDPs.</p>

<p>and the PDP process.</p> <p>Build teacher leadership capacity across the school to support professional growth and improve student learning outcomes for all children.</p>		<p>Plan for succession training and leadership development across the school.</p> <p>Build teachers capacity as leaders.</p> <p>Staff PL to align with School Strategic Plan goals.</p> <p>To use PLT and wholes school meeting structures to support teamwork toward greater consistency in planning and implementation of students learning programs.</p> <p>Refine Staff Handbook and clear processes to induct graduates, returning and new teachers to the school.</p> <p>Audit and create new communication processes to improve communication between school and home to meet school community needs.</p>	<p>PL to build capacity of middle leaders to facilitate PLTs, Year Level meetings and to lead School Strategic Action Teams.</p> <p>PLT leaders as part of the Leadership Team and meet fortnightly for feedback and PL opportunities.</p> <p>Meeting time allocated to PDP process, timeline presented and goals written in team workshops aligning to SSP and AIP.</p> <p>TRBPS Meeting Schedules and PL Planners show specific allocation of time to professional learning in student wellbeing and teaching &amp; learning (emphasis on writing, numeracy &amp; data analysis).</p> <p>Level Team Planning blocks orchestrated through the refined Specialist Timetable sent to all staff.</p> <p>Staff Handbook to include induction processes – term 4.</p> <p>Mentors and meetings allocated on a clear schedule for new and returning staff.</p> <p>Refinement of school website and sourcing of a push notification communication system.</p>
	Year 2	<p>Develop a 'Watching Others Work' (WOW) program that includes peer coaching/observation opportunities for all staff – align objectives to PDPs.</p> <p>Continue to build and support Professional Learning Teams P-2, 3-4 &amp; 5-6.</p>	<p>List of experts – 'Teaching and Learning &amp; Student Wellbeing' - documented for WOW program.</p> <p>WOW program and procedures documented in Staff Handbook and presented to staff.</p> <p>Allocation of time in allotment of APT for teachers to 'Watch Others Work' and includes special consideration given to returning and graduate</p>

		<p>Review and refine staff roles and responsibilities/ role descriptions to align with school SP priorities and goals and PDPs.</p> <p>Continue to support succession training opportunities and development of teachers as leaders across the school.</p> <p>Continue to provide specific staff PL that aligns with School Strategic Plan priorities.</p> <p>Use PLT and whole school meeting structures to support teamwork toward greater consistency in planning and implementation of students learning programs.</p> <p>Develop a School Pedagogical Plan to align teaching and learning in terms of, pedagogical</p>	<p>teachers.</p> <p>School Meeting Schedule to show regular allocation of meeting time for Year Level Team meetings &amp; PLTs.</p> <p>A refined 'Staff (Roles and Responsibilities) Handbook' to be provided to staff on the first day of each school year.</p> <p>Regular time allowance allocated as part of the overall school timetable for Team Leaders to work with School Principal to develop leadership skills and consult with experts.</p> <p>Professional Learning planner to align with SSP priority areas of English, Mathematics, ICT and Student Wellbeing.</p> <p>School meeting schedules and timetables to reflect 'team planning block' time allocation.</p> <p>Team level planning documentation to reflect greater consistency in classroom programs planned across the level.</p> <p>Individual class planning documentation to show consistency with the whole level planning and alignment to the school teaching and learning policy.</p> <p>A School Pedagogical Plan evident in draft form.</p> <p>TRBPS Teaching and Learning Policy drafted with staff to be endorse by education committee and SC.</p> <p>Staff Handbook handed out to all staff containing</p>
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		<p>theories / models, school philosophy and the Inquiry Learning Approach across the school P-6.</p> <p>Continue to refine the staff handbook and induction program for graduates, returning and new teachers to the school.</p>	<p>clear roles and responsibilities, school processes and procedures.</p>
	Year 3	<p>Continue to implement the 'Watching Others Work' (WOW) program that includes peer coaching / observation opportunities for all staff – align objectives to PDPs.</p> <p>Continue to foster and support Professional Learning Teams P-2, 3-4 &amp; 5-6.</p> <p>Continue to support succession training opportunities and development of leaders across the school.</p> <p>Review and refine staff roles and responsibilities/ role descriptions to align with school SP goals and priorities and their PDPs.</p> <p>Continue to provide specific staff PL that aligns with School Strategic Plan priorities.</p> <p>To use PLT and whole school meeting structures to support teamwork toward greater consistency in planning and implementation of students</p>	<p>Teachers using an allocation of specialist (APT) time to complete WOW.</p> <p>Documented evidence of WOW practice in staff teaching plans and PDPs.</p> <p>WOW program and procedures documented in Staff Handbook.</p> <p>School Meeting Schedule for the year to show regular allocation of meeting time for Year Level meetings &amp; PLTs.</p> <p>Regular time allowance allocated as part of the overall school timetable for Team Leaders to work with School Principal to develop leadership skills and consult.</p> <p>Refined 'Staff Roles and Responsibilities Handbook' to be provided to staff at the start of each year.</p> <p>Professional Learning planner to align with SSP priority areas of English, Mathematics, ICT and Student Wellbeing.</p> <p>School Meeting Schedules to reflect team planning block allocation.</p>

		learning programs.	Team Level Planning Documentation to reflect greater consistency for classroom programs planned across the level.
	Year 4	<p>Survey /consult staff regarding the effectiveness of Staff Handbook.</p> <p>Survey staff regarding the effectiveness of WOW.</p> <p>Conduct a School Community review of concluding SSP 2015-2018 via forums and surveys.</p> <p>Organise a peer review evaluation of SSP 2015-2018 and determine recommendations to guide development of the new SSP.</p> <p>Create Timeline to school guide review process and determine a peer panel.</p> <p>Consult with staff to review school timetables and all meeting schedules and structures.</p>	<p>Refinement of Staff Handbook – including associated school policies, procedures and processes.</p> <p>Refinement of WOW programs and associated documentation.</p> <p>Survey data compiled and analysed by whole staff, leadership team and School Council.</p> <p>Community forums scheduled and conducted through-out first semester.</p> <p>School Review timeline presented to community and staff.</p> <p>Selection of review panel published.</p> <p>Refined school timetables: Specialist &amp; Yard Duty TTs and meeting &amp; PL schedules updated.</p> <p><b>All targets achieved</b>  School Survey Opinion Survey data to be above state mean for <i>Active Participation and Coherence &amp; Applicability of Professional Learning</i> (in the professional learning module).</p>