

Annual Implementation Plan 2014

Findon Primary School

5244

Based on Strategic Plan developed for 2013 - 2016

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	(1) To improve student achievement in all VELS domains with particular attention to Maths & English from Prep to 6	<ul style="list-style-type: none"> 80% of students deemed capable to be at or above expected level in all areas of English and Maths, based on VELS teacher judgement. To be at or within the SFO range in all areas of English and Maths. Every child to make one year's growth after one year of teaching based on VELS teacher judgement. Year 3 to Year 5 NAPLAN matched cohort growth to exceed SFO range and at or above state mean 	<ul style="list-style-type: none"> Teacher assessments in English and Maths in ausVELS to show 75% of students from Prep to Year 6 at expected level. To be AT or ABOVE the SFO range in all areas of English and Maths. 92% of children to make one year's growth after one year of teaching based on ausVELS teacher judgement. Year 3 to Year 5 NAPLAN matched cohort growth to be at SFO range and show improvement from previous year. 80% of Year 1 students to be reading at Level 15 or above.
Student Engagement and Wellbeing	<p>(1) To improve student engagement and wellbeing</p> <p>(2) To Improve student attendance</p>	<ul style="list-style-type: none"> All elements of Student Attitudes to School survey at or above 50 percentile, with particular focus on classroom behaviour and student safety Staff Opinion Survey responses all to be above 50% with particular focus on student behaviour (school) and student behaviour (classroom) Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour Absences data to be at or lower than state mean 	<ul style="list-style-type: none"> All elements of Student Attitudes to School survey at or above 50 percentile, with particular focus on classroom behaviour and student safety Staff Opinion Survey responses all to be above 50% with particular focus on student behaviour (school) and student behaviour (classroom) Parent Opinion Survey to show improvement in all elements of Student Engagement and Student Behaviour Absences data to be at or lower than state mean
Student Pathways and Transitions	(1) To continue to refine student transition and pathways from preschool to school, one year level to the next and	<ul style="list-style-type: none"> To increase parent opinion survey responses to 80% or better. 	<ul style="list-style-type: none"> To have all Parent Opinion Survey results when compared to state primary schools in or better than the 2nd Quartile

	from primary to post primary.		
	(2) Develop communication processes and strengthen parent/ school partnerships.	<ul style="list-style-type: none"> ▪ To increase parent opinion survey responses to 80% or better. 	<ul style="list-style-type: none"> ▪ To have all Parent Opinion Survey results when compared to state primary schools in or better than the 2nd Quartile

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
STUDENT LEARNING English Develop a coherent whole school approach focusing on building high levels of teacher knowledge of content and pedagogy in Literacy and Numeracy & Curiosity in line with the NMR Powerful Learning Strategy	<ul style="list-style-type: none"> Consistent rigorous classroom practice to include Writer's Notebook, Write to Read, HRLTP, Oral Language activities and Guided Reading instruction 	<ul style="list-style-type: none"> 10 hours of English per week as a first priority (2 hr literacy block where possible) Flexible groupings across learning teams utilising the open classrooms and 21st century learning spaces Oral Language Activities planned in all Early Years Classrooms Budget allocation to meet specific areas of need Continued development of ausVELS documentation 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> 10 hours of English teaching evident in all weekly programs Writer's Notebook, Write To Read, Oral Language activities evident in all weekly programs and classrooms Reading Planners evident in all classrooms Learning Intentions and Success Criteria to be evident in classrooms and planners All Early years staff to be trained in W2R certificate 1 Core group of staff to be trained in W2R certificate 2 Reintroduction of the 7HRLTPs
	<ul style="list-style-type: none"> Exploration of Asian Literature and Asian literacy links made across all teams 	<ul style="list-style-type: none"> Asian fairy tales and traditional tales purchased and used 	<ul style="list-style-type: none"> Leading Teacher English Curriculum Action Team All staff 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Asian Literature Unit developed and trialled in learning teams Evidence in planners and programs
	<ul style="list-style-type: none"> English planning at Learning Team level 	<ul style="list-style-type: none"> Align timetable for shared planning and teaching Teams to be released for Term planning and Leading Teacher to be available as support 	<ul style="list-style-type: none"> All staff Leading Teacher Timetable person 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Rich English term planners developed at planning days and used by all in Learning Team. Consistent learning focuses in all classrooms within Learning Teams Weekly planners to reflect Term planning
	<ul style="list-style-type: none"> Targeted coaching at P-6 to improve literacy teaching practice 	<ul style="list-style-type: none"> Leading Teaching to provide English coaching with a focus on the Write To Read Spelling Program, Writer's Notebook and 	<ul style="list-style-type: none"> All staff Leading Teacher 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Coaching plans developed, maintained and evaluated

		Language Conventions			
	<ul style="list-style-type: none"> Regular and effective use of ICT in literacy block 	<ul style="list-style-type: none"> Computers, netbooks, interactive whiteboards and TV screens in rooms to facilitate English learning Budget allocation to meet specific areas of need New interactive English programs purchased to support teachers, especially with a Grammar focus and ebooks library including the PM resources 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team ICT leading Teacher / Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Use of ICT in Literacy block evident in planners and classrooms New resources purchased to support ICT in English
	<ul style="list-style-type: none"> Targeted Professional Learning in all aspects of Literacy as required, to build content and pedagogical knowledge 	<ul style="list-style-type: none"> Through regular professional learning, professional reading and peer observation Reintroduction of the 7HRLTPs and HRLPTs incorporated into Literacy block Core group trained in W2R certificate 2 Explicit professional learning about running records and guided reading 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Time in Professional Learning Schedule allocated for English PL Resources and student work to reflect the use of the 7HRLTPs Core group trained in W2R certificate 2
	<ul style="list-style-type: none"> Use of data (including SPA) in PLTs and PL to ensure teaching to point of need and the use of triangulated data sources to inform explicit teaching practice 	<ul style="list-style-type: none"> PL to support teachers in accessing SPA data, explain Zone of Proximal Development and how to use data to group students and track growth Fluid grouping of students across team teaching partnerships Continue tracking of student achievement and analyse data in PLT prior to planning Use of STARS and other comprehension resources such as Springboard into Comprehension and Making Connections, to support the explicit teaching of comprehension skills 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team Data manager 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Data used to fluidly group students and teach at point of need. Fluid grouping evident in weekly planners
	<ul style="list-style-type: none"> Koorie students and students performing at 12 months below or 12 	<ul style="list-style-type: none"> Teachers to use data to determine individual learning goals for students 	<ul style="list-style-type: none"> All staff Koorie tutor 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> ILPs for all 'at risk' students ILPs for students 'above' expected levels KELPs established for Koorie students

	months above in Reading and Viewing, Writing and Speaking and Listening to be on Individual Learning Plans (ILPs)	<ul style="list-style-type: none"> Teachers and Parents to meet regularly to monitor ILP progress Koorie students to have KELP Koories students to have access to Wannik tutoring 			
	<ul style="list-style-type: none"> Regular moderation at and across team levels 	<ul style="list-style-type: none"> Regular scheduled moderation as part of learning team meetings Time allocated for moderation within and across Learning Teams within Meeting schedule Development of moderation exemplars to assist in making consistent judgements 	<ul style="list-style-type: none"> All staff Leading Teacher English Curriculum Action Team 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Team and whole school moderation time allocated in PL term schedule The continued development of Findon Primary Writing Moderation Exemplars
	<ul style="list-style-type: none"> English support through intervention such as Corrective Reading, Language Support and the SELL program 	<ul style="list-style-type: none"> Continue offering intervention - Corrective Reading and SELL programs as well as the Language Support Program. Investigate opportunities for extension programs in English, in particular Writing 	<ul style="list-style-type: none"> Leading Teacher Intervention Staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Students to successfully complete the corrective reading program. Students who participate in English intervention to show improvement in reading ILPs for all 'at risk' students ILPs for students 'above' expected levels
Maths Develop a coherent whole school approach focusing on building high levels of teacher knowledge of content and pedagogy in Literacy and Numeracy & Curiosity in line with the NMR Powerful Learning Strategy	<ul style="list-style-type: none"> Targeted Mathematical PL to build content and pedagogical knowledge and continue to investigate the Theories of Action in line with the school direction 	<ul style="list-style-type: none"> Through regular professional learning, professional reading and peer observations Use network schools to support PL and investigate an 'expert' to deliver PL 	<ul style="list-style-type: none"> Maths Coordinator Action Team Team leaders All staff Experts from local school network 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Evidence of Theories of Action being used in classrooms in line with whole school practice Professional learning provided and increased dialogue around mathematical pedagogy across teams New learning evident during peer observation Peer observation and coaching
	<ul style="list-style-type: none"> Professional Learning around differentiated learning 	<ul style="list-style-type: none"> Through Learning Teams, allocate time to investigate and discuss differentiated learning and grouping students according to like needs 	<ul style="list-style-type: none"> Maths Coordinator Learning Teams Team leaders All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Evidence of differentiated learning in work programs Professional learning provided and increased dialogue around differentiated learning

					<ul style="list-style-type: none"> ▪ Cohort data
<ul style="list-style-type: none"> ▪ Targeted coaching at P-6 to improve mathematics teaching practice 	<ul style="list-style-type: none"> ▪ Maths coaching available with a focus on multiplicative thinking, problem solving and open ended tasks 	<ul style="list-style-type: none"> ▪ All staff ▪ Maths coach 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Coaching plans developed and maintained 	
<ul style="list-style-type: none"> ▪ Introduce a common approach to teaching academic mathematical language eg: Robert Marzano 'Academic Vocabulary in Mathematics' 	<ul style="list-style-type: none"> ▪ Develop a consistent practice for teaching mathematical language across all learning teams ▪ Update the 'Mathematical Vocabulary' link on the Maths Planners ▪ Re-introduction of the HRLTP with a particular focus of vocabulary 	<ul style="list-style-type: none"> ▪ Maths Coordinator ▪ Action Team ▪ Team leaders ▪ All staff 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Evidence in planning documents ▪ Classroom displays of Mathematical language ▪ The introduction of mathematical language at the beginning of each maths session. 	
<ul style="list-style-type: none"> ▪ Delivery of a balanced mathematics program including explicit teaching, open ended task, problem solving and mathematics related to real life situations 	<ul style="list-style-type: none"> ▪ Explicit teaching of Maths ▪ Learning Intentions and Success Criteria developed for every lesson ▪ RATS and CATS developed and used by Learning Teams ▪ Open ended tasks and problem solving incorporated into Term planners and weekly planning ▪ Real life experiences/ situations used when appropriate in the teaching of Mathematics ▪ Mathematical Problem Solving Projects introduced in Years 4/5/6. 	<ul style="list-style-type: none"> ▪ All staff ▪ Learning Team leaders ▪ Maths Coordinator ▪ Maths Curriculum Action Team 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Learning Intentions and Success Criteria evident in classrooms ▪ Problem solving incorporating open ended tasks evident in all weekly programs ▪ RATS and CATS developed and used in Learning Teams ▪ Students successfully completing their Mathematical Problem Solving Projects in upper school. 	
<ul style="list-style-type: none"> ▪ Focus on algebraic thinking through the Scaffolding Numeracy in the Middle Years program. 	<ul style="list-style-type: none"> ▪ Common administration of the SNMY assessment ▪ Fluid grouping of students based on Scaffolding Numeracy in the Middle Years- LAF scores ▪ LAF groups once a week in Terms 2-4 ▪ Through regular professional learning, professional reading and peer observations ▪ Use network schools to support PL and investigate an 'expert' to deliver PL 	<ul style="list-style-type: none"> ▪ Teacher in Yrs 4/5/6 ▪ LT leader in 3 and 4 ▪ Maths Coordinator ▪ Maths Curriculum Action Team ▪ Experts from local school network 	<ul style="list-style-type: none"> ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Timetable to reflect common time allowance for all yr 4/5/6 fluid LAF groups. ▪ An improvement in SNMY assessment data from term 1 and 4 (pre and post testing) ▪ Fluid group reflecting students LAF scores. ▪ Teachers confidence in developing and sharing new materials to support LAF groups 	

<ul style="list-style-type: none"> Revise the assessment schedule 	<ul style="list-style-type: none"> Through LTs, allocate time to investigate and discuss assessment schedule and conduct PL around differentiated learning 	<ul style="list-style-type: none"> Maths Coordinator Action Team Team leaders All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Professional learning implemented in key areas of the assessment schedule Assessment schedule under continual review
<ul style="list-style-type: none"> Continued tracking of student data and the development of a whole school assessment overview for mathematics 	<ul style="list-style-type: none"> Continue tracking of student process with emphasis on providing specific diagnostic and whole picture information to teams 	<ul style="list-style-type: none"> Maths Coordinator Action Team Team leaders PLTs 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> The use of data to inform teaching and learning programs
<ul style="list-style-type: none"> Use of data (including SPA or Kmetrics) in PLTs and PL prior to teaching to ensure teaching to point of need practice in mathematics 	<ul style="list-style-type: none"> Continue tracking of student process with emphasis on providing specific diagnostic and whole picture information to teams Analyse data in PLT prior to planning 	<ul style="list-style-type: none"> Maths Coordinator Data manager Team Leaders All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Evidence of differentiated learning in planning Use of diagnostic data in teams prior to planning a series of lessons The use of data to inform teaching and learning programs
<ul style="list-style-type: none"> Students performing at 12 months below or 12 months above in Number to be on Individual Learning Plans (ILPs) 	<ul style="list-style-type: none"> Teachers to use data to determine individual learning goals for students Teachers and Parents to meet regularly to monitor ILP progress 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> ILPs for all 'at risk' students ILPs for students 'above' expected levels
<ul style="list-style-type: none"> Investigate options for extending and supporting students including Differentiating Learning, Maths Intervention & Extension programs 	<ul style="list-style-type: none"> Continue opportunities for extension programs Use data to identify and investigate options for supporting at risk students Explore programs such as Bush Maths with La Trobe 	<ul style="list-style-type: none"> Maths Coordinator Data manager Team Leaders All staff Explore human resources ex: partnership with La Trobe 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Intervention and extension programs established to meet the needs for 'at risk' and 'above' students Decimal and Fraction interview used as a tool for extension for students performing well above expected level in years 5 and 6. Students to participate in Tournament Of Minds with mathematical focus
<ul style="list-style-type: none"> Engage staff with peer observations 	<ul style="list-style-type: none"> Provide opportunity for staff to observe practices with a mathematical language and 	<ul style="list-style-type: none"> Maths Coordinator Team Leaders 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Peer observations evident and reflective dialogue/ documentation as required with a mathematical language and problem solving

		problem solving focus			focus
Build leadership capacity in all staff with the intention of collectively improving student outcomes.	<ul style="list-style-type: none"> ▪ Publish Role Description Booklet annually ▪ Build the leadership capacity of individual staff and teams ▪ Provide opportunities within the school for leadership ▪ Encourage membership of regional networks and associations; ▪ Encourage teachers to attend leadership development programs; recognize and encourage qualifications ▪ Explore team building opportunities ▪ Evaluate team performance on a regular basis ▪ Explore and build on the procedures and practices as outlined in the AiZ and NMR Powerful Learning ▪ Explore the notions of instructional leadership and coaching 	<ul style="list-style-type: none"> ▪ Annual Roles Description Booklet ▪ Professional Learning budget ▪ Coaches to build staff skills ▪ Workforce Plan identifying leadership positions ▪ Performance and Development process - individual and team ▪ Allocation of time for leaders to carry out their role 	<ul style="list-style-type: none"> ▪ SIT Team ▪ Coaches ▪ Action Teams ▪ Professional Learning Teams 	<ul style="list-style-type: none"> ▪ Beginning of year ▪ Ongoing 	<ul style="list-style-type: none"> ▪ Clear role descriptions in place ▪ Leadership responsibilities delegated to staff ▪ Internal Professional Learning schedule implemented and delivered by relevant, skilled staff ▪ Provision of professional leadership development for Learning Team Leaders ▪ Staff have been encouraged to participate in external leadership programs ▪ Clear sense of a learning community ▪ Sharing of expertise through peer observations, class visits, shared curriculum and planning, moderation ▪ Staff working together to improve student outcomes for their Learning Team
STUDENT ENGAGEMENT & WELLBEING Continue to develop a positive and consistent approach to student behaviour management approach across the school	<ul style="list-style-type: none"> ▪ Student Wellbeing/ Leadership ▪ PATHS ▪ KIDSMATTER ▪ Positive friendship program ▪ Better Buddies ▪ AiZ- Ramon Lewis (behaviour management) ▪ Restorative Practices ▪ JSC 	<ul style="list-style-type: none"> ▪ Ongoing development of PATHS program. ▪ Deliver professional learning to all staff re wellbeing programs. ▪ Peer observations ▪ Shared Resources on share point to support implementation of program. ▪ JSC Leadership Conference ▪ Appointment of class leaders every term 	<ul style="list-style-type: none"> ▪ Student wellbeing leader/team ▪ Student wellbeing Officer ▪ A.P, SW&E coordinator ▪ All teachers to deliver program 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Whole year 	<ul style="list-style-type: none"> ▪ All staff implementing the PATHS program. ▪ Implementation of Wellbeing programs into teaching and learning and linked to English Viewing ▪ Lowered student absenteeism and enhanced student engagement. ▪ Kids Matter launch and survey

	<ul style="list-style-type: none"> ▪ Class leaders ▪ Values Program 	<ul style="list-style-type: none"> ▪ House captains ▪ Community Citizenship awards ▪ Running of weekly and special assemblies ▪ Year 4/5, 6 students buddied up with Year Prep students 			
	<ul style="list-style-type: none"> ▪ Whole school behaviour management plan ▪ School values ▪ Quality Beginning ▪ Student of Week ▪ Time Away ▪ It's Not OK to Be Away 	<ul style="list-style-type: none"> ▪ Whole school Quality Start Up program to establish class culture, values ▪ Whole school use of Tick and Dot behaviour chart ▪ Time Away Room ▪ Students incentives ▪ House points ▪ Sports bags ▪ Privileges ▪ Whole school celebration days ▪ AP to meet with support groups SSG's 	<ul style="list-style-type: none"> ▪ All staff to use in classrooms ▪ SW & E CAT team to review and update program ▪ Professional Learning delivery ▪ Nominated teachers and students 	<ul style="list-style-type: none"> ▪ Quality Beginning Program – 8 days of Term 1 ▪ Ongoing ▪ Whole year 	<ul style="list-style-type: none"> ▪ Parents to have an understanding of the values, expectations and behaviour management process at Findon and support this ▪ Every student to have completed Quality Beginning Booklet and have an understanding of school values and classroom rules. ▪ Booklet to go into Portfolio for parent reference ▪ Improved outcomes in terms of classroom/yard behaviour. ▪ Improved outcomes of classroom behaviour in student opinion survey. ▪ Improve student morale and motivation in the staff opinion survey. ▪ Established community learning with Early Years and Middle Years
	<ul style="list-style-type: none"> ▪ Student Support Services ▪ Student Wellbeing officer ▪ Referrals to outside agencies and student support services 	<ul style="list-style-type: none"> ▪ Healthy Minds Psychological Counselling service 	<ul style="list-style-type: none"> ▪ Outside Support Agencies ▪ CASEA Clinicians ▪ Austin CAHMS ▪ Austin Social School ▪ Baltara TIU ▪ SCOPE ▪ Speech/Psychology ▪ OTs ▪ DHS ▪ CPS ▪ SOCA ▪ Student Wellbeing & 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Whole year 	<ul style="list-style-type: none"> ▪ Reduced outside misbehaviour and increased conflict management skills of students ▪ Positive feedback from parent survey related to Connection to Peers, Student Motivation, School Connectedness and Social Skills ▪ Working on reducing student absenteeism ▪ Positive feedback in Staff Opinion Survey related to Student Misbehaviour, student motivation and class misbehaviour.

			<ul style="list-style-type: none"> Engagement CAT Assistant Principal All staff 		
Continue with a comprehensive whole school approach to issues of student absence	<ul style="list-style-type: none"> Continue to promote 'It's Not OK To Be Away' Continuous monitoring /management of absences Continue to make courtesy call home when student is absent 	<ul style="list-style-type: none"> Newsletter articles Findon Website Communication via Beginning Program and transition documentation for new students Continue to monitor all absences: explained or unexplained Class ticks for whole class attendance 100% attendance certificates for classes and individuals 100% On Time acknowledgement at assembly Public acknowledgment at assembly and class sports bag Admin staff make courtesy call to home Chronic absences follow up at regional level 	<ul style="list-style-type: none"> SW&E Team and Class Teachers All staff SW&E Team Admin staff Principal 	<ul style="list-style-type: none"> Whole Year 	<ul style="list-style-type: none"> Reduced number of absent days per students to 10 days Decrease the number of students sent to Time Out Room Looking for patterns / trends of who, what and where the outside misbehaviour regularly occurs. Improved outcomes in the Student Attitudes to school survey especially connectedness to school.
	<ul style="list-style-type: none"> Using teacher judgments against AusVELS to set goals prior to teaching using checklists 	<ul style="list-style-type: none"> Data manager collate AusVELS data and sort into new classes 	<ul style="list-style-type: none"> Data manager 	<ul style="list-style-type: none"> Term 4 holidays 	<ul style="list-style-type: none"> Teachers have information from the beginning of the year to set personal targets for each child for their assessment tracking.
	<ul style="list-style-type: none"> Develop an induction/transition process for new students who enrol during the year. 	<ul style="list-style-type: none"> New families offered a tour. Process created for induction process for a new student 	<ul style="list-style-type: none"> Admin and Principal team Team Leaders 	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> Induction process created and being used
	<ul style="list-style-type: none"> Sharing of ideas for transition meet the teacher session between year levels 	<ul style="list-style-type: none"> Learning team share and plan activities 	<ul style="list-style-type: none"> Learning Team Leaders 	<ul style="list-style-type: none"> Term 4 	<ul style="list-style-type: none"> Consistency within learning teams for this session
	<ul style="list-style-type: none"> Students participate in a whole school team building classroom 	<ul style="list-style-type: none"> Driven by SWE CAT team and implementation of Quality Beginning Program 	<ul style="list-style-type: none"> SWE CAT Team All teachers 	<ul style="list-style-type: none"> Term 4 and 1 	<ul style="list-style-type: none"> Quality Beginning shows consistency within year levels

	quality start up program.				
	<ul style="list-style-type: none"> Enhanced communication with our Kinder network/ affiliated Kinders 	<ul style="list-style-type: none"> Attend Kinder network meetings and beginning school info is sent to relevant centres. Invite families from Kinders to Education Week Open Day Release to attend local kinders Organise Showcase evening T3 for families of new Prep students for the following year Run Beginning School Program 	<ul style="list-style-type: none"> LT1 Team Leader 	<ul style="list-style-type: none"> Term 2 Term 3 Term 4 	<ul style="list-style-type: none"> Actively pursue open and effective Communication between feeder centres. Establish collaborative events and shared activities throughout the year Include EPIC, Kildonnán, Uniting Care, Child First, Noah's Ark,
	<ul style="list-style-type: none"> Review and adapt whole school transition process 	<ul style="list-style-type: none"> Beginning School Program Survey Offer opportunity for feedback to other parents regarding our transition processes Data compiled and distributed to classroom teachers 	<ul style="list-style-type: none"> LT1 Team Leader Principal Team Data Coordinator 	<ul style="list-style-type: none"> Term 1 Feb 	<ul style="list-style-type: none"> Community consultation and Parent Opinion survey show satisfaction with transition milestones Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students.
STUDENT TRANSITIONS Develop strategies for transitions to, from and within Findon Primary School	<ul style="list-style-type: none"> Class Placement Policy/Process has been developed 	<ul style="list-style-type: none"> Review policy as required at Ed Sub Review process annually with SIT team 	<ul style="list-style-type: none"> Ed Sub/ Team Leaders SIT members 	<ul style="list-style-type: none"> Term 4 	<ul style="list-style-type: none"> A clear, consistent process is being used for placing students in classes Policy used as a clear reference for class placement process
	<ul style="list-style-type: none"> Process for handover of student data and information as student moves up a year level, including PSD students. 	<ul style="list-style-type: none"> Handover at the end of year in yellow cumulative folder Current teacher and future teachers of PSD students are released to do a handover 	<ul style="list-style-type: none"> All teachers Relevant teachers- AP, ES staff 	<ul style="list-style-type: none"> Term 4 	<ul style="list-style-type: none"> Student folders have agreed selection of assessment items, this being consistent across the school. Meeting minutes of SSGs available to support handover of PSD students
	<ul style="list-style-type: none"> A shared understanding about assessment - how data will be collected in classrooms, across cohorts and interpreted, recorded, passed on and 	<ul style="list-style-type: none"> Curriculum Leaders begin process for review in action teams Learning teams to develop agreed items and moderate pieces to ensure consistency across the team 	<ul style="list-style-type: none"> Action Team Leaders 	<ul style="list-style-type: none"> Term 1 Each term 	<ul style="list-style-type: none"> All teachers are using the data tracking template and submitting each term

	used to inform our teaching.				
	<ul style="list-style-type: none"> Using teacher judgments against AusVELS to set goals prior to teaching using AusVELS checklists 	<ul style="list-style-type: none"> Data manager to collate AusVELS data and sort into new classes 	<ul style="list-style-type: none"> Data manager 	<ul style="list-style-type: none"> Term 4 holidays 	<ul style="list-style-type: none"> Teachers have information from the beginning of the year to set personal targets for each child for their assessment tracking.
	<ul style="list-style-type: none"> Develop an induction/transition process for new students who enrol during the year. 	<ul style="list-style-type: none"> New families offered a tour. Process created for induction process for a new student Interview with the Principal to gain insight into student/family 	<ul style="list-style-type: none"> Admin and Principal Team Leaders Principal 	<ul style="list-style-type: none"> Term 1 Ongoing 	<ul style="list-style-type: none"> Induction process created and being used
	<ul style="list-style-type: none"> Sharing of ideas for transition meet the teacher session between year levels 	<ul style="list-style-type: none"> Learning team share and plan activities for transition to new classes 	<ul style="list-style-type: none"> Learning Team Leaders and teams 	<ul style="list-style-type: none"> Term 4 	<ul style="list-style-type: none"> Consistency within learning teams for this session
	<ul style="list-style-type: none"> Students participate in a whole school team building classroom quality start up program. 	<ul style="list-style-type: none"> Driven by SWE team and implementation of Quality Beginning Program by all classroom teachers and specialist staff 	<ul style="list-style-type: none"> SWE Team All teachers 	<ul style="list-style-type: none"> Term 4 Term 1 	<ul style="list-style-type: none"> Quality Beginning shows consistency within year levels
	<ul style="list-style-type: none"> Enhanced communication with our Kinder network/ affiliated Kinders 	<ul style="list-style-type: none"> Where relevant attend Kinder network meetings Beginning school info is sent to relevant centres. Invite families from Kinders/Child care centres to Education Week Open Day Flying to Foundation program implemented for 1 hour per week Organise Showcase evening in Term 3 for families of new Foundation students for the following year Release LT1 team leader to attend local kinders/chld care centres Facilitate Beginning School 	<ul style="list-style-type: none"> LT1 Team Leader 	<ul style="list-style-type: none"> Term 2 Term 3 Term 3 Term 4 	<ul style="list-style-type: none"> Communication is open between feeder centres EPIC, Kildonnan, Uniting Care, Children First to be contacted as required to assist a student's transition to school

		Program sessions			
	<ul style="list-style-type: none"> Enhanced communication with our local secondary education providers 	<p>Year 6-7 Transition process</p> <ul style="list-style-type: none"> - Advertising of secondary college Information Evenings in Findon newsletter - Secondary college information leaflets distributed to Year 6 students - Year 6 students visit Llor Nth SC - Local secondary college staff and students invited to talk to Year 6 cohort. - Secondary college Yr 7 staff invited to meet with future students and current Year 6 staff to discuss student progress - Completion of individual Transition Information forms. - Past students to meet with Year 6 cohort to discuss preparation for Year 7. - Year 6 Orientation Day - Year 5 Taster Day 	Team 4	<ul style="list-style-type: none"> Term 3 Term 3 Term 3 Term 3 Term 4 Term 4 Term 4 Term 4 Term 4 Term 4 	
	<ul style="list-style-type: none"> Review and adapt whole school transition process 	<ul style="list-style-type: none"> Beginning School Program Survey implemented Offer opportunity for feedback to other parents regarding our transition processes 	<ul style="list-style-type: none"> LT1 Team Leader Principal Team 	<ul style="list-style-type: none"> Term 1 Feb/March 	<ul style="list-style-type: none"> Community consultation and Parent Opinion survey show satisfaction with transition milestones
	<ul style="list-style-type: none"> Consistency in collection of student data 	<ul style="list-style-type: none"> Data compiled and distributed to classroom teachers 	<ul style="list-style-type: none"> Data Coordinator 	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> Teachers are supported to analyse their student data at the beginning of the year, and use this to set personalised targets for students.
Develop communication processes and strengthen parent/ school partnerships.	<ul style="list-style-type: none"> Invite parents to participate in a focus group & tap into formally the parent network 	<ul style="list-style-type: none"> Purchase SMS communication system Budget for Parent Group Meeting times for Coffee and 	<ul style="list-style-type: none"> Principal Team SIT Team All teachers School Council 		<ul style="list-style-type: none"> Continually update and have current information available on the website Parents invited to join Coffee & Chat Parents attending parent information /

	<p>(Simon Grey from "Healthy Together" Whittlesea Council)</p> <ul style="list-style-type: none"> ▪ Communication using SMS text messages ▪ Regular, interactive parent involvement (information) sessions at all levels. ▪ Coffee & Chats ▪ Parent feedback box / feedback on website ▪ Publicise/ promote what we do in Newsletter and in local papers ▪ Continue Parent Reps for each classroom ▪ Establish Family of the Week in Newsletter ▪ Offer parent cooking session in Kitchen ▪ Website updated on a regular basis ▪ Media person identified to promote school ▪ Training session - Parents as Helpers ▪ New signage at the front of the school 	<p>Chats</p> <ul style="list-style-type: none"> ▪ Provision of Kitchen Specialist to run parent cooking sessions ▪ Research and purchase signage for front of school 			<p>training sessions</p> <ul style="list-style-type: none"> ▪ SMS messaging in place and being used to communicate with parents ▪ Parents using feedback box /feedback on website ▪ Parent forum in partnership with "Healthy Together" as part of Whittlesea council initiative ▪ Parent Contacts promoted in Newsletter ▪ Parents providing regular and structured feedback ▪ Parent feedback used to make improvements ▪ Parents actively recruited to assist in classrooms
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