

Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	Maximise learning outcomes for all students in English and Mathematics.	<p>By 2011 at least 70% of Year 6 students will be achieving at or above the expected level for Writing and Number and no more than 5% will be well below expected level for Writing</p> <p>By 2011, ninety one percent (91%) of all students will achieve at or above the expected Victorian Essential Learning Standards for Reading</p> <p>By 2011, eighty five percent (85%) of all students will achieve at or above the expected Victorian Essential Learning Standards for Writing</p> <p>By 2011, eighty seven percent (87%) of all students to achieve at or above the expected Victorian Essential Learning Standards for Number</p> <p>By 2011, eighty six percent (86%) of all students to achieve at or above the expected Victorian Essential Learning Standards for Measurement</p>	<p>At least 66% of Year 6 students will be achieving at or above the expected level for Writing and Number and no more than 7% will be well below expected level for Writing</p> <p>That eighty-eight percent (88%) of all students will achieve at or above the expected Victorian Essential Learning Standards for Reading</p> <p>That eighty-two percent (82%) of all students will achieve at or above the expected Victorian Essential Learning Standards for Writing</p> <p>That eighty-four percent (84%) of all students to achieve at or above the expected Victorian Essential Learning Standards for Number</p> <p>That eighty-three percent (83%) of all students to achieve at or above the expected Victorian Essential Learning Standards for Measurement</p>

Student Engagement and Wellbeing	<p>To improve student responsibility, feelings of connectedness to school and build further opportunities for student leadership.</p>	<p>Between 2008 and 2011 student motivation and connectedness to school indicators to maintain a score that is an improvement on the 2007 score.</p> <p>Maintain the student absence mean score at 12 days per student per year.</p>	<p>That student motivation (4.26 - 2007) and connectedness to school (4.15 - 2007) indicators to improve to (4.31 & 4.20 respectively)</p> <p>Maintain the student absence mean score at 12 days per student per year</p>
Student Pathways and Transitions	<p>To ensure that all students enrolling in or exiting the school are provided with adequate support to make their transition in or out of the school as smooth as possible.</p>	<p>By 2011 the 'Transitions' indicator in the Parent Opinion Survey would receive a school mean score of 6.0 or above.</p>	<p>The 'Transitions' indicator in the Parent Opinion Survey would receive a school mean score of 5.85 or above.</p>

Implementation

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p>Improve teaching and learning practice in all domains of the Victorian Essential Learning Standards</p> <p>Align school-wide assessment practices with the Victorian Essential Learning Standards</p>	<p>ICT DEECD 1 to 1 Notebook program for Year 6 students</p> <p>Further develop school ICT infrastructure</p>	<p>Budget approved for Staff Professional development & purchases of more <i>mobile technology</i>. (1 to 1 notebook for Years 5 & 6)</p> <p>Regional support for 1 to 1 Notebook program. Purchase extra notebooks for Year 5.</p> <p>Funds for ICT team/coaches to be released</p> <p>Building on the school intranet and making it a more user friendly, effective learning & communication tool.</p> <p>New WAPS supplied by DEECD. Ensure servers & switches are adequate to cope with additional use/demands.</p>	<p>ICT team – Coaches Allan Sing & Craig Barker with support from their school team</p> <p>School Council – Student Learning sub committee</p> <p>Link with other school teams in the Cluster and our new Regional Network</p> <p>ICT coaches/Ultranet coach & Year 5/6 teacher to support 1 to 1 Notebook program</p>	<p>Dec 08 Infrastructure audit complete and addition hardware installed.</p> <p>Term 1 - Develop school strategy with the support of Region for the 1 to 1 Notebook program Parent briefing re 1 to 1 program.</p> <p>By end of Term 2 Students and staff using the new notebooks as an integral part of their programs.</p>	<p>Staff & students using 1 to 1 technology</p> <p>Enhanced Teaching & Learning styles</p> <p>Improved ICT access and resources</p>

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	<p>Further explore Web 2.0 applications for learning – Super Clubs Plus, Blogs, Glogs & Wikis.</p> <p>Develop Digital portfolios</p> <p>Explore productive use of ICT devices to deliver effective learning – eg. PDA's & wireless tablets</p> <p>Locate, visit & review exemplar schools who are implementing Web 2.0 applications & use of other ICT strategies.</p>	<p>ICT budget</p> <p>DEECD & School intranet</p> <p>Use of current hardware in our school – eg. staff PDA's & wireless tablets</p> <p>Access safe Web 2.0 applications & site. Eg. DEECD eduglogs & Super Clubs Plus</p>	<p>ICT coaches/Ultranet coach to support the introduction of digital portfolios</p> <p>ICT coaches/team to support school community</p> <p>Staff to have professional development on how to use the new Digital portfolio software</p> <p>Super Clubs plus – Helen & ICT coaches/Ultranet coach Principal & ICT team/coaches</p>	<p>The majority of intranet enhancements in place</p> <p>Look at other Web 2.0 applications – Blogs, Glogs & Wikis.</p> <p>Develop and install the digital portfolio software for the school.</p> <p>Super Clubs Plus running smoothly</p> <p>Ongoing Access professional learning from ICT team/coaches, visiting other schools or having experts demonstrate to our staff in our school.</p>	<p>Enhanced staff <i>Professional Interaction</i></p> <p>Increased integration of ICT</p> <p>Digital portfolios as a reporting tool & celebration of student learning</p> <p>Staff & students using Web 2.0 applications</p> <p>Staff using e potential and achieving personal ICT goals</p> <p>Staff having a greater sense of <i>Role Clarity</i></p> <p>Students & staff using digital portfolios by the end of the year</p>
	<p>Re visit <i>e potential</i> - staff self assessing ICT skills</p> <p>Staff to have at least one ICT goal in their P&D plans 2009</p> <p>Implementing DEECD Ultranet</p> <p>Integration of ICT into new Units of work – eUP</p> <p>Locate, visit & review exemplar schools that have effectively used epotential & other ICT strategies.</p>	<p>ICT budget</p> <p>Professional Development budget</p> <p>E potential web site</p> <p>Network schools</p> <p>eUp coach</p> <p>Ultranet - implementing DEECD directions working with Ultranet coach</p>	<p>ICT team – Coaches Allan Sing & Craig Barker with support from their school team</p> <p>Unit Planning team – Coach - Lee MacDonald with support from her school team</p>	<p>Ongoing Access professional learning from ICT team/coaches, visiting other schools or having experts demonstrate to our staff in our school.</p>	<p>Staff including ICT goals and improvement identified in Performance & Development feedback sessions</p> <p>Staff revisiting epotential & used to support personal growth</p> <p>Unit plans incorporating ICT</p> <p>Staff develop an understanding of the Ultranet by the end of the year</p>

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<p>Improve teaching and learning practice in all domains of the Victorian Essential Learning Standards</p> <p>Align school-wide assessment practices with the Victorian Essential Learning Standards</p> <p>To improve student learning around literacy for all students including Koorie</p>	<p>Integrated Unit Planning</p> <p>Continue the development of Units of work using the Electronic Unit Planner (eUP) and support of critical friend - Amanda Dressing. Incorporate ICT, Koorie cultural studies & Thinking skills</p> <p>eUP coach & critical friend to facilitate the continued development and refinement of units developed over the past two years.</p> <p>Continually working on re developing units inline with new planner & incorporating VELs</p>	<p>Budget approved for Professional development</p> <p>VELs to be used for curriculum organisation</p> <p>Amanda Dressing (critical friend) for eUP application in Years 1/2, 3/4 & 5/6.</p> <p>Coach to attend eUP seminars</p> <p>Whole school approach</p>	<p>Unit Planning team – Coach - Lee MacDonald with support from her school team, to continue to refine plans for each level using eUP</p> <p>School Council – Student Learning sub committee</p> <p>Support of critical friend Amanda Dressing</p> <p>Professional Learning Teams (PLT) to work on Big Picture thinking before taking it to students – then planning</p>	<p>Term 4 - 2008</p> <p>Units written / reviewed each Term ready for the following Term using our new cycle – 1. PLT - Big Picture thinking ~ 4 weeks before the end of term</p> <p>2. Student input (2 week period)</p> <p>3. Staff document / revise plans on eUP.</p> <p>This process to start in Term 4 - 2008</p> <p>Term 1 – 2009</p> <p>Continue cycle each Term (as above)</p> <p>Critical Friend to review Units 28 Jan. 2009</p> <p>Review or re develop the scope & sequence chart by the end of 2009</p>	<p>Enhanced staff <i>Professional Interaction</i></p> <p>Continuous improvement in moderation & analysis of learning activities</p> <p>Staff having a greater sense of <i>Role Clarity</i></p> <p>Improved & more cooperative / team planning</p>
	<p>Consolidate the use of Developmental Play trialled in 2008 with Preps. Introduce the staff & students in Year 1/2's to the concept for trial beginning Term 3 -2009</p>	<p>Budget for Developmental Play materials. Professional learning for staff from within our school, other schools in our area as exemplar coaches</p>	<p>Year Prep & Prep/1 staff & students to further explore developmental play.</p> <p>Year 1/2 teachers to be introduced to Developmental Play</p> <p>Junior PLT</p>	<p>Developmental Play for Prep's to be consolidated - Terms 1 & 2.</p> <p>Years 1/2 to start professional learning about Developmental Play in Terms 3 & 4</p>	<p>Students interact positively during Developmental play, teacher interaction & sharing</p>

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	Continue the development of Units of work using the Electronic Unit Planner (eUP) and support of critical friend - Amanda Dressing. Incorporate Koorie cultural studies	Regional Professional Learning especially related to Koorie cultural studies	Unit Planning team – Coach - Lee MacDonald with support from her school team School Wellbeing team – Coach – Di Craig with support from the School Council sub committee & Principal	Term 1 – 2009 Continue cycle each Term (as above) Critical Friend to review Units 28 Jan. 2009	Units developed integrating Koorie cultural studies
<p>Improve teaching and learning practice in all domains of the Victorian Essential Learning Standards</p> <p>Align school-wide assessment practices with the Victorian Essential Learning Standards</p>	<p>Supporting Students at Risk (literacy) Early identification of children with language difficulties.</p> <p>Training of staff to use language assessment tools.</p> <p>Implement oral language activities into the Literacy Block P-6. (Prep – Developmental Play)</p> <p>An additional Reading Recovery teacher allocated Continue to develop teacher knowledge, skills & resources</p> <p>Revision of ICPALER model for oral language</p>	<p>Budget approved for Staff PD & Student Wellbeing</p> <p>Language perception test</p> <p>Staff PD sessions</p> <p>Team planning (Prep, Years 1/2, 3/4 & 5/6)</p> <p>Additional funding for Reading Recovery</p> <p>Language Enhancement Program (LEP) Network meetings</p>	<p>School Wellbeing team – Coach – Di Craig with support from her school team.</p> <p>School Council – Wellbeing sub committee</p> <p>Prep, Prep/1 & Year 1/2 teachers</p> <p>Reading Recovery teachers (Julian & Judy)</p> <p>LEP team</p> <p>Classroom teachers</p> <p>DEECD support services</p> <p>Contract speech pathologist – Alison Hogan</p> <p>Local support staff - SSO</p>	<p>February 2009 Prep children assessed</p> <p>Prep students referred by March</p> <p>All students <i>At Risk</i> identified support systems in place by week 4 - Term 1 Training of staff to use language assessment tools. Reading Recovery assessments of Year 1 students – program for 6 students begin</p> <p>Students deemed At Risk identified- ILP implemented & referrals made</p> <p>Revision of ICPALER model for oral language</p> <p>Ongoing Implement oral language activities into the Literacy</p>	<p>Improved delivery of oral language in the classrooms</p> <p>Embedded oral language practices, the use of strategies & opportunities across the school.</p> <p>Greater use of moderation to ascertain shared understanding of standards.</p> <p>More Year 1 students to access the Reading Recovery program during 2009</p>

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Improve teaching and learning practice in all domains of the Victorian Essential Learning Standards	<p>Literacy School data analysis from School Level Report</p> <p>Most professional development to be through observation of practice & discussion about observations</p>	Literacy & PD budget	<p>Literacy team – Coaches – Lorraine Campbell & Julian Regan with support from their school team.</p> <p>School Council – Student Learning sub committee</p>	<p>Term 1 & 3</p> <p>Ongoing</p>	Enhanced staff <i>Professional Interaction</i>
Align school-wide assessment practices with the Victorian Essential Learning Standards	Further development of teaching & learning strategies in reading, writing & speaking & listening	<p>Identify collective/personal goals for PD</p> <p>Professional Development budget.</p> <p>Identify focus for school visits.</p> <p>Visits to / from exemplar schools to share best practice.</p> <p>Cross school cooperation with cluster / network schools</p> <p>Sharing across PLT's & classes</p> <p>Running record analysis PD</p> <p>*On demand testing PD *CARS PD *Moderation exercises for writing & reading</p>	<p>Professional Learning Teams (PLT)</p> <p>PLT's</p> <p>Coaches</p> <p>Expert staff for literacy coaching</p> <p>Coaches</p> <p>Coaches</p> <p>Literacy Team</p> <p>PLT's</p>	<p>Week 1 – Term 1</p> <p>Week 1 – Term 1 & 3</p> <p>Terms - 1, 2 & 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 1 & 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Common staff understanding of the whole school approach to literacy</p> <p>Staff having a greater sense of <i>Role Clarity</i></p> <p>On demand testing used to monitor growth</p>

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To improve student learning around literacy for all students including Koorie	Refine our belief & understandings in relation to the VELs developmental continua & classroom practice	Staff PD	Coaches & consultants	Terms – 1, 3 & 4	Explicit statements outlining beliefs & teaching practice
	Explore explicit teaching methods in developing spelling, grammar & punctuation skills. Scope & sequence	VELs to be used for curriculum organisation Professional reading: ‘Paper No.9’	Literacy Team – Network support (Anne Smith)	Term 1 & 3	Staff having a greater sense of <i>Role Clarity</i> Scope & Sequence developed including Punctuation / Grammar / Spelling
	Explicit teaching of oral language – oral & social literacy	Staff PD Di Snowball & Faye Boulton model (Supported by Literacy & Numeracy week grant?)	Literacy Team	PD sessions each term	Teaching is focused on the child’s growth points
	Explore On demand testing to inform practice	Staff PD & LEP Network	Literacy Team		
	Revise methods of assessment P-6. Assessment For, Assessment Of & Assessment As	Staff PD	Coaches	Term 1	Collection of school wide data to inform future directions in student learning and staff PD
	Draft Assessment Schedule	PLT’s & Staff	Coaches	Term – 1, 3 & 4	
	Ongoing moderation & assessment	Learning Teams: Prep, 1/2, 3/4, 5/6 & PLT’s	Coaches & Literacy Team	Ongoing	

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	Cultural Competence training for all staff re Koorie students	PLT teams & whole staff discussion about our practice as relates to best practice Staff meetings	Provided by DEECD via LM Region or Networks	When available from the Network or Region	All staff use culturally appropriate teaching and Learning strategies and resources for Koorie students
<p>Improve teaching and learning practice in all domains of the Victorian Essential Learning Standards</p> <p>Align school-wide assessment practices with the Victorian Essential Learning Standards</p>	<p>Numeracy</p> <p>Re visit our belief & understandings in relation to the VELS developmental continua, assessment & classroom practice</p> <p>To develop staff ability to plan & implement maths lessons that provide many entry & exit points.</p> <p>Review numeracy groupings</p> <p>On demand testing PD</p> <p>Most professional development to be through observation of practice & discussion about observations</p>	<p>Professional Development & VELS to be used to further develop activity based programs across the school</p> <p>Seek out exemplar schools to share best practice. Cross school cooperation with cluster/network schools</p> <p>PLT' teams & whole staff discussion about practice</p> <p>Numeracy budget to be targeted to provide equipment for each classroom in line with M. Ymer equip. list</p> <p>Michael Ymer to support us with materials & as a critical friend.</p> <p>Cluster/Network Numeracy support programs & Professional Development</p>	<p>Numeracy team - Coach Wendy Jackson with support from her school team.</p> <p>School Council – Student Learning sub committee</p> <p>Various staff visits to exemplar network schools</p> <p>Experts visiting our school to model skills / practices</p> <p>Consultant/critical friend; Michael Ymer. (As well as use of his resources)</p> <p>Bendigo Maths network</p>	<p>Term 1 – Purchase resources</p> <p>Revisit beliefs & understandings in relation to VELS developmental continua, assessment & classroom practice</p> <p>Develop a scope & sequence chart based on M. Ymer's suggested model</p> <p>Terms 2 -4 Sharing of practice across year levels, PLT's and whole school</p> <p>On going Seek appropriate professional development opportunities for all staff to further develop skills – On demand testing & activity based numeracy</p>	<p>Enhanced staff <i>Professional Interaction</i></p> <p>Common staff understanding of the whole school approach to numeracy</p> <p>Staff having a greater sense of <i>Role Clarity</i></p> <p>On demand testing used to monitor growth</p>

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To build individual student engagement in school and enhance student motivation to learn.	Embedding a Culture of Wellbeing Staff Professional Development, Building capacity with target areas identified. *Restorative practices *Naming It *Calmer classrooms Identify children <i>At Risk</i> in relation to attendance, behaviour, family circumstances and learning needs.	<i>Restorative Practices</i> training for all staff & <i>Calmer Classrooms</i> PD. (Region) Wellbeing staff (Di & Bernadette) to offer PD to strengthen our culture in Jigsaw & Wellbeing Wellbeing budgets as well as PD budget	School Wellbeing team – Coach – Di Craig with support from the School Council sub committee & Principal School Council – Wellbeing sub committee Whole school approach Professional Learning Teams & Year level teams (Prep, 1/2, 3/4 & 5/6) Wellbeing officer – Bernadette Wright	Term 1 – 2009 Professional Learning meetings PLT meetings Students At Risk meetings Designated professional learning sessions Ongoing data collection	Improved staff & student wellbeing Embed practice – use of common strategies & language by staff, students and school community More open channels of communication across the school
To improve student learning and engagement of all students including Koorie students.	Individual Education Plans (IEP) for all students <i>At Risk</i> and all Koorie students Meet with Koorie Education Development Officer (KEDO) to discuss strategies to support Koorie students & their families.	Checking data from 2008 in relation to absence days, plus students at risk records Time release for meeting, planning and monitoring IEPs (Regional / Network support) KEDO	Principals & KEDO	PSG meeting - at least two per year (each semester) Identify children <i>At Risk</i> including Koorie students and communicate this to class teachers. Term 2 Term 1/2 and monitored throughout the year.	Improve the attendance of the <i>At Risk</i> children including Koorie students. All Koorie students learning at their instructional level or above Better understanding and a plan of action to support the school Koorie community

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Build individual student engagement in school and enhance student motivation to learn.	<p>Student Leadership Goal setting by student leaders. School & Cluster programs to support students to become better leaders. Use of Wilson McCaskill games to build relationships & teamwork Visits from inspirational leaders. * Audit of student leadership activities * Student leadership forums * Peer mediation</p>	<p>School leadership & Junior School Council (JSC) elections. Semesters 1 & 2 Define & extend leadership responsibility & capacity Budget to release staff & support students.</p>	<p>School Wellbeing team – Coach – Di Craig & principal with support from her school team. Year 5/6 teachers . School Council – Wellbeing sub committee Wellbeing officer – Bernadette Wright *Student leaders</p>	<p>Term 1 *School captain & Junior School Council selection *Student leadership investiture * Peer mediation training Cluster Student Leadership initiative JSC calendar of events & activities</p>	<p>Increased student leadership profile - students engaged in meaningful authentic tasks & activities in the school community. Links established across educational settings - Pre school to Secondary as well as other cluster schools. Student leadership goals achieved.</p>
Review and further develop transition processes to ensure successful transition experiences for every child.	<p>Transition initiatives * Buddies & orientation program * Develop calendar of events * Investigate & publish a <i>Developmental Skills</i> list * Digital portfolios * School Playgroup *BEP - connect our community with the philosophy * PSD assessments & reviews *Secondary orientation programs. *Building stronger links</p>	<p>Calendar of events planned Cross school cooperation (pre school & secondary) Schools As Community Hubs Seeking community grants Across school classroom cooperation Use of school facilities by Playgroup. Salary for Play</p>	<p>Junior & Senior PLT's Assistant & Principal School Council – Wellbeing sub committee Secondary & Pre school staff and coordinated information sessions Schools As Community Hubs (facilitator John Jones)</p>	<p>Semester 1 Buddies & other transition activities to support Preps & Year 2 moving into Year 3 (Wellbeing program) Semester 2 Orientation programs across the school. (Pre school - Prep transition; Year 2 to 3 transition & Year 6 to 7 transition) Developmental list published Prep teachers & Junior coordinator visit pre schools Ongoing Play group</p>	<p>Seamless transitions (skills / readiness) & communication Connections made with new families Ongoing communication between primary & secondary staff in relation to educational needs of students Regular Play Group meetings More connected students & families</p>

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	between our staff & both secondary & pre school	group facilitators	Play group facilitators		