# School Strategic Plan for Mt Martha Primary School
## Southern region
### 2012-2015

**School Review Contractor:** Merilyn Newsom

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed: Judy Beckworth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name: Judy Beckworth</td>
</tr>
<tr>
<td></td>
<td>Date: December 8, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed: Iona Eichstadt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name: Iona Eichstadt</td>
</tr>
<tr>
<td></td>
<td>Date: December 8, 2011</td>
</tr>
</tbody>
</table>

School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

<table>
<thead>
<tr>
<th>Endorsement by Regional Network Leader</th>
<th>Signed:…………………………</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name:…………………………</td>
</tr>
<tr>
<td></td>
<td>Date:…………………………</td>
</tr>
</tbody>
</table>
### School Profile

#### Purpose

Mount Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world.

#### Values

- Knowledge
- Respect
- Integrity
- Collaboration

#### Environmental Context

Mount Martha Primary School opened on its present site on the first day of second term 1982. Around 15% of families receive the Educational Maintenance Allowance and a small percentage of students come from a background where English is not the main language spoken at home and over recent years the number of students from the United Kingdom enrolling has been significant. There are also a small number of Koori and Torres Strait Islander students at the school. The school’s SFO Index is 0.29. Previous enrolment pressure had been relieved by the opening and expansion of a new low cost independent school in the local Mount Martha neighbourhood. The present enrolment of 646 is approaching its previous peak of 678 in 2003. Mount Martha’s strong reputation in the community is built on the success of its students in the academic, sporting and performing arts arenas. Students walk, cycle or are driven to school and the school operates an Out of School Hours Care Program (OSHCP) catering for up to 25 students in the morning and up to 45 students in the afternoon. Over recent years the school has completed significant grounds and building improvements. The community has built a Children’s Garden, resurfaced the basketball courts, replaced and upgraded adventure playgrounds, undertaken extensive landscaping and constructed a synthetic turf oval. The oval project was supported by the National Schools Pride initiative and a new portable classroom block was provided through the Building the Education Revolution stimulus funding project in 2010 - 2011. The school values the support from parents and the wider community. The staff profile is weighted at the experienced range across both teaching and Educational Support personnel. Several staff have been at Mount Martha Primary School longer than 10 years and there has been a designed strategy to attract a range of newly graduated teachers. The destination schools for exiting Year 6 students are Dromana, Mornington, Mount Eliza, Frankston and Rosebud Secondary Colleges and a number of local non-government schools. Mount Martha Primary School is part of the Central Peninsula Network of schools and actively supports the Network’s initiatives.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
</tr>
</thead>
</table>
| **Student Learning** | • To improve student achievement in literacy and numeracy. | 2012 target for NAPLAN is to increase the proportion of students above Year 3 NAPLAN band 4 and at or above Year 5 NAPLAN band 6 in Reading and Writing to at least 70%.  
• Increase the proportion of students above Year 3 NAPLAN band 4 and at or above Year 5 NAPLAN band 6 in Numeracy to at least 65%.  
• To improve the NAPLAN matched cohort score growth for Reading and Writing to 95.0  
• To improve the NAPLAN matched cohort score growth for Numeracy to 80.0  
• Increase the proportion of students assessed at Band B and above - VELS teacher judgements from Prep to Year 6 for Reading and Number to 60%.  
• Increase the proportion of students assessed at Band B and above - VELS teacher judgements from Prep to Year 6 for Writing, Speaking and Listening and Measurement, Chance and Data to 50%. | 2012 target for NAPLAN is to increase the proportion of students above Year 3 NAPLAN band 4 and at or above to Year 5 NAPLAN band 6 in Reading and Writing by 5% on 2010 scores  
2012 target for NAPLAN is to increase the proportion of students above Year 3 NAPLAN band 4 and at or above to Year 5 NAPLAN band 6 in Numeracy by 5% on 2010 scores  
To improve the NAPLAN matched cohort score growth for Reading and Writing to 91.0  
To improve the NAPLAN matched cohort score growth for Numeracy to 76.0  
Increase the proportion of students assessed at Band B and above - VELS teacher judgements from Prep to Year 6 for Reading and Number by 6% on 2010 scores.  
Increase the proportion of students assessed at Band B and above - VELS teacher judgements from Prep to Year 6 for Writing, Speaking and Listening and Measurement, Chance and Data by 6% on 2010 scores. |
<table>
<thead>
<tr>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To enhance student engagement and ownership of learning.</td>
<td>• To strengthen students’ learning transitions into, through and beyond the school.</td>
</tr>
</tbody>
</table>
| • **Using the Attitudes to School Survey**  
For all scores in the *Teaching and Learning* Index to be at **4.5 or above** by the end of the strategic plan.  
• **Using the Parent Opinion Survey**  
For all scores in the *School Climate* Index to be improved by **0.50 or above** by the end of the strategic plan.  
• **Using the Staff Opinion Survey**  
To improve the score in the *Outcomes* Index for *Student Motivation* variable to 4.5.  
To improve the score in the *Outcomes* Index for *Effective Discipline* variable to 4.5. | Using the Parent Opinion survey:  
The *Transitions* and *General satisfaction* variables to be sustained at **6.0 or above** by the end of the strategic plan. |
<p>| Target for all elements in the Teaching and Learning index in 2012 is at or above 4.2 | Target for Transitions and General Satisfaction is to both be at or above 5.8 in 2012. |</p>
<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Year 1</th>
<th>Achievement Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build the capacity of staff to engage students in the highest quality learning activities.</strong></td>
<td>• Develop a whole school positive behaviour plan.</td>
<td>• Consistent language and management of student behaviour implemented across the school.</td>
</tr>
<tr>
<td></td>
<td>• Focus on high expectations for student performance and rigorous accountability using a range of data to inform teaching and learning.</td>
<td>• Improved student achievement in English and Mathematics as measured by NAPLAN and teacher judgements.</td>
</tr>
<tr>
<td></td>
<td>• Ensure that students and staff engage in meaningful goal setting in Literacy, Numeracy and ICT.</td>
<td>• Improved student connectedness and academic rigour.</td>
</tr>
<tr>
<td></td>
<td>• Document explicit teaching practice for Reading, Writing, Speaking and Listening, Numeracy and ICT.</td>
<td>• E5 model used by all staff to inform pedagogical practice in English and Mathematics. Teachers use the model to determine specific areas of focus they need to further develop. E5 reflections and peer coaching sessions provide feedback for staff regarding their future learning directions.</td>
</tr>
<tr>
<td></td>
<td>• Review the school Civics and Citizenship programs.</td>
<td>• All teachers use a range of assessment to inform teaching and learning. Student Performance Analyser program and databanks updated regularly with current student achievement data. Data used to inform teaching practices for different ways of learning and differentiation.</td>
</tr>
<tr>
<td></td>
<td>• Develop a range of metacognitive and higher order thinking skills to assist students to understand their learning.</td>
<td>• Unpack the Attitudes to School data with the students.</td>
</tr>
<tr>
<td></td>
<td>• Implement whole school positive behaviour management plan.</td>
<td>• Year 5 &amp; 6 teachers’ timetable blocks of time to work with students to analyse data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Improved results in school attitudes to school survey, specifically school connectedness, teacher empathy and teacher effectiveness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student focus groups to inform planning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Common language and understandings for personalised learning documented and whole school approach adopted based on presentations by staff who attended relevant Professional Development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers work collaboratively to design, implement and evaluate teaching and learning practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Curriculum design and delivery differentiated to accommodate student learning needs. Student groupings are flexible and informed by ongoing student assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students set realistic, rigorous, achievable goals in English, Mathematics and ICT in consultation with teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student and staff reflection evident in planning documents and timetables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Documented evidence of goal setting by students and staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Improved student achievement in English, Maths and ICT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop and implement a whole school approach to engaging students in three way conferencing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Common understandings and protocols developed around student led conferences. Staff, students and parents have a clear understanding of how they are conducted and the content that will be presented.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student lead conferences implemented mid-year. Students showcase achievements and discuss future learning goals. Students use portfolios (digital or other) to showcase learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole school Australian Curriculum scope and sequence document for English, Mathematics and ICT is being developed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Scaffolding Numeracy in the Middle Years is being implemented in Level 4 – Years 5 and 6.</td>
</tr>
</tbody>
</table>
- Staff uses the Mathematics continuum and other online resources to support teaching and learning practice. Consistent planning across the school is being used. Good practice shared at team meetings and whole staff Professional Development sessions on a regular basis.
- Consistent spelling planner used across the school. Good practice shared at team meetings and whole staff Professional Development sessions on a regular basis.
- Reading and writing practices clearly documented. Reading strategies listed with explanations, explicit teaching ideas and activities.
  Text type outline developed. MMPS writing continuum revised to come in line with Australian Curriculum
- E5 model used by all staff to inform pedagogical practice in English and Mathematics. Teachers use the model to determine specific areas of focus they need to further develop. E5 reflections and peer coaching sessions provide feedback for staff regarding their future learning directions. Staff work collaboratively to design, implement and evaluate English and Mathematics programs.
- Assessment schedule and English and Mathematics policies are in line with Literacy and Numeracy 6-18 month strategy.
- Student learning samples are moderated consistently throughout the year in Year level and Professional Development meetings.

**Year 2**

- Implement whole school positive behaviour management plan.
- Focus on high expectations for student performance and rigorous accountability using a range of data to inform teaching and learning.
- Ensure that students and staff engage in meaningful goal setting in Literacy, Numeracy and ICT.
- Review the school Civics and Citizenship programs.
- Develop a range of metacognitive and higher

- Consistent language and management of student behaviour implemented across the school.
- Appropriate induction of new staff to whole school positive behaviour management plan.
- Improved student achievement in English and Mathematics as measured by NAPLAN and teacher judgements.
- All teachers use a range of assessment to inform teaching and learning. SPA program and databanks updated regularly with current student achievement data. Data used to inform teaching practices for different ways of learning and differentiation.
- Review the school’s approach to and accommodation of student gender differences.
- Use of data to isolate trends in gender difference P-6 for English, Maths and ICT.
- Attendance at relevant Professional Development focussing on gender education.
- Implementation of teaching and learning programs that addresses student learning needs.
- Students accept responsibility for their learning and negotiate the future directions in consultation with teachers.
- Review student self assessment process.
- Develop student decision making processes and build opportunities for student voice in all learning.
- Incorporation of student and staff goals setting into planning and every day practise.
| Year 3 | • Implement whole school positive behaviour management plan.  
• Focus on high expectations for student performance and rigorous accountability using a range of data to inform teaching and learning.  
• Ensure that students and staff engage in meaningful goal setting in Literacy, Numeracy and ICT.  
• Document explicit teaching practice for Reading, Writing, Speaking and Listening, Numeracy and ICT.  
• Develop a range of metacognitive and higher order thinking skills to assist students to understand their learning.  
| • Document current practise in student self assessment across all year levels.  
• Implementation of Inquiry Learning principles across all year levels, i.e., where students make personal choices about the direction and method of their learning.  
• Evidence of consultative process with students in planners and everyday practise.  
• Opportunities for student leadership at classroom and year levels.  
• Teachers seek regular feedback, e.g. Questionnaire, PMI, to gauge student opinion about their learning.  
• Implementation of differentiated curriculum and personalised learning that is clearly documented in school planning.  
• Investigate and explore team teaching initiatives.  
• Professional development sought regarding best practise in flexible learning spaces, team teaching, fluid student groupings.  
• Continue team planning days and regular meeting times.  
• Continue to explore opportunities for further team teaching from P-6. i.e., level 4 flexible maths groups.  
• Planning documents P-6 reflect recommendations from review of program, including incorporation into inquiry and integrated unit planners.  
• Continue with Year 6 leadership groups.  
• Evidence of revised scope and sequence for thinking and student self assessment practises included in planning documents P-6.  
• Improved student use of higher order thinking skills across school in line with Scope and Sequence document.  

• Consistent language and management of student behaviour implemented across the school.  
• Appropriate induction of new staff to whole school positive behaviour management plan.  
• Improved student achievement in English and Mathematics as measured by NAPLAN and teacher judgements.  
• Implement recommendations from review of practises in the school that accommodate student gender differences.  
• All teachers use a range of assessment to inform teaching and learning. SPA program and databanks updated regularly with current student achievement data. Data used to inform teaching practices for different ways of learning and differentiation.  
• Continued use of data to identify trends in gender difference P-6 for English, Maths and ICT.  
• Attendance at relevant Professional Development focussing on gender education.  
• Implementation of teaching and learning programs that addresses student learning needs  
• Continue to incorporate student and staff goals setting into planning and every day practise.  
• Continue to document current practise in student self assessment across all year levels.  
• Further implementation of Inquiry Learning principles across all year levels, i.e., where students make personal choices about the direction and method of their learning.  
• Consultative process with students evident in planners and everyday practise. |
| Year 4 | Review and continue to implement whole school positive behaviour management plan.  
|        | Focus on high expectations for student performance and rigorous accountability using a range of data to inform teaching and learning.  
|        | Ensure that students and staff engage in meaningful goal setting in Literacy, Numeracy and ICT.  
|        | Document explicit teaching practice for Reading, Writing, Speaking and Listening, Numeracy and ICT.  
|        | Develop a range of metacognitive and higher order thinking skills to assist students to understand their learning.  
|        | Consistent language and management of student behaviour implemented across the school.  
|        | Appropriate induction of all staff, i.e., new, CRT, visiting staff, to whole school positive behaviour management plan.  
|        | Improved student achievement in English and Mathematics as measured by NAPLAN and teacher judgements.  
|        | All teachers use a range of assessment to inform teaching and learning. SPA program and databanks updated regularly with current student achievement data. Data used to inform teaching practices for different ways of learning and differentiation.  
|        | Continue to incorporate student and staff goal setting into planning and every day practise.  
|        | Continue to document current practise in student self assessment across all year levels.  
|        | Further implementation of Inquiry Learning principles across all year levels, i.e., where students make personal choices about the direction and method of their learning.  
|        | Consultative process with students evident in planners and everyday practise.  
|        | Established opportunities for student leadership at classroom, year level and whole school.  
|        | Teachers use regular feedback from students to inform learning experiences and classroom management.  
|        | Review of differentiated curriculum and personalised learning initiatives, their effect on student learning and achievement targets.  
|        | Review team teaching progress across the school.  
|        | Continue professional development regarding best practise in flexible learning spaces, team teaching, fluid student groupings.  
|        | Regular classroom visits within the school.  
|        | Continue team planning days and regular meeting times.  

- Establish opportunities for student leadership at classroom, year level and whole school.  
- Teachers use regular feedback from students to inform learning experiences and classroom management.  
- Implementation of differentiated curriculum and personalised learning that is clearly documented in school planning.  
- Whole school Australian Curriculum scope and sequence documents for English, Mathematics and ICT are being refined and used to inform planning.  
- Implement and explore team teaching with specific teams.  
- Continue professional development regarding best practise in flexible learning spaces, team teaching, fluid student groupings and classroom visits within MMPS.  
- Continue team planning days and regular meeting times.  
- Continue to explore opportunities for further team teaching from P-6, i.e., level 4 flexible maths groups.  
- All planning documents P – 6 to include use of higher order thinking skills and metacognition skills.  
- Students at all Year levels use higher order thinking skills and metacognition skills to improve learning outcomes.  
- Civics and Citizenship embedded into teaching and learning throughout the school.  
- Continue with Year 6 leadership groups.
<table>
<thead>
<tr>
<th>Year</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 1    | • Develop a whole school plan for ICT.  
      • Embed use of the Ultranet in Level 4 classrooms.  
      • Provide ICT Professional Development for staff. |
|      | • Epotential survey completed by all staff and a student ICT survey developed and administered to inform the development of the whole school ICT plan.  
      • Whole school ICT plan developed in consultation with all stakeholders. Plan includes scope and sequence, asset management, the Ultranet, new technologies (blogging), Australian Curriculum.  
      • Teachers in Level 4 use the Ultranet to create and set learning tasks  
      • Teachers in Level 4 use the Ultranet in class to showcase student learning and goal setting using the express space and learning portfolio.  
      • Use of the Ultranet included in Planning documents at Level 4  
      • Epotential survey conducted to assist with creation of Professional Development plan that addresses needs of staff.  
      • Ultranet Professional Development provided for Level 4 staff  
      • Staff routinely uses ICT to engage students. |
| 2    | • Implement a plan for whole school plan for ICT.  
      • Embed use of Ultranet in Level 3 and 4 classrooms.  
      • Continue to provide ICT Professional Development for staff. |
|      | • Whole school ICT plan implemented across the school.  
      • ICT embedded into all planning documents P-6 and Staff Professional Development Plans.  
      • All students from years 3-6 registered on the Ultranet  
      • Teachers in Level 3 and 4 use the Ultranet to create and set learning tasks and use of Ultranet included in Planning documents at Level 3 and 4.  
      • Teachers in Level 4 use the Ultranet in their classrooms to showcase student learning and goal setting using the express space and learning portfolio.  
      • Implementation of Professional Development Plan that addresses needs of staff.  
      • Ultranet PROFESSIONAL DEVELOPMENT provided for all staff. Level 4 staff to share and showcase their work using the Ultranet.  
      • Staff to routinely use ICT to engage students and show evidence of this in their planning documents. |
| 3    | • Refine and continue to implement whole school ICT plan.  
      • Embed use of Ultranet across school for students in Years 3-6 and teachers from P-6.  
      • Review staff needs for ICT Professional Development and |
|      | • Whole school ICT plan implemented across the school.  
      • ICT embedded into all planning documents P-6 and Staff Professional Development Plans.  
      • Teachers in Level 3 and 4 use the Ultranet to create and set learning tasks  
      • Teachers in Level 4 use the Ultranet in their classrooms to showcase student learning and goal setting using the express space and learning portfolio.  
      • Use of Ultranet included in Planning documents at Level 3 and 4.  
      • Teachers from P-2 use the Ultranet on their IWB and create teacher led, learning experiences.  
      • Continued use of school Professional Development plan to meet needs of all staff. |
<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| - Review and refine whole school ICT plan.  
- Review use of Ultranet.  
- Review ICT Professional Development. | - Engage the school community in redefining the school’s vision and goals.  
- Strengthen the leadership roles across the school to lead sustained school improvement.  
- Implement peer coaching across the school. | - Engage the school community in redefining the school’s vision and goals.  
- Strengthen the leadership roles across the school to lead sustained school improvement.  
- Implement peer coaching across the school. |
| - Whole school ICT plan implemented across the school.  
- ICT embedded into all planning documents P-6 and Staff Professional Development plans.  
- Explore opportunities for parent registration of the Ultranet.  
- Teachers in Level 4 use the Ultranet in their classrooms to showcase student learning and goal setting using the express space and learning portfolio.  
- Use of Ultranet included in Planning documents at Level 3 and 4.  
- Teachers from P-2 use the Ultranet on their IWB and create teacher led, learning experiences.  
- Conduct Epotential survey.  
- Continue Ultranet Professional Development.  
- Staff to routinely use ICT to engage students and show evidence of this in their planning documents. | - All teachers are able to make connections to how their teaching and learning supports the school’s vision and values.  
- School leadership lead and guide improvement throughout the school.  
- Parents and students make connections to how student learning supports the school’s vision and values.  
- School leadership lead and guide improvement throughout the school. Principal, AP, Leading teachers.  
- All staff hold a position of leadership within the school that supports sustained school improvement. Roles and responsibilities are clearly defined.  
- Mentor aspirant leaders.  
- Peer coaching protocols developed. Peer coaching used as a source of professional feedback to inform improved pedagogical practice/leadership, leading to sustained school improvement. | - Teachers make connections to how their teaching and learning supports the school’s vision and values.  
- School leadership continue to lead and guide improvement throughout the school.  
- Parents and students make connections to how student learning supports the school’s vision and values.  
- Data is used to support the school vision.  
- School leadership lead and guide improvement throughout the school. Principal, AP, Leading teachers.  
- All curriculum team members (English, Mathematics, ICT ) lead their year levels in the continual development of these areas.  
- All staff hold a position of leadership within the school that supports sustained school improvement. Roles and responsibilities are clearly defined.  
- Continue to mentor aspirant leaders. |
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>
| **Engage the school community in redefining the school’s vision and goals.**  
**Strengthen the leadership roles across the school to lead sustained school improvement.**  
**Implement peer coaching across the school.** | **Teachers make connections to how their teaching and learning supports the school’s vision and values.**  
**School leadership continue to lead and guide improvement throughout the school.**  
**Parents and students make connections to how student learning supports the school’s vision and values.**  
**Data is used to support school vision.**  
**School leadership continue to lead and guide improvement throughout the school. Principal, AP, Leading teachers.**  
**All curriculum team members (English, Mathematics, ICT) lead their year levels in the continual development of these areas.**  
**All staff hold a position of leadership within the school that supports sustained school improvement. Roles and responsibilities are clearly defined.**  
**Continue to mentor aspirant leaders.**  
**Peer coaching is implemented across the school. Developed protocols are adhered to. Peer coaching is a source of professional feedback used by all staff to inform improved pedagogical practice/leadership, leading to sustained school improvement. Peer coaching sessions are timetabled – all staff participate in one session once a term.** |
| **Develop a whole school teaching and learning philosophy expressed in a pedagogical plan.**  
**Develop documented practices to assist seamless transition through the school.** | **Develop a whole school teaching and learning philosophy expressed in a pedagogical plan.**  
**Develop documented practices to assist seamless transition through the school.**  
**High expectations of student learning at all levels of the school.**  
**School’s teaching and learning philosophy is clearly defined.**  
**Track student progress on line using the Student Performance Analyser (SPA) program.**  
**Students at all year levels experience English, Math and Personal Development activities each year that will be core in their next stage of learning.**  
**Parents at Year 2 to 3 and Years 4 to 5 surveyed for parent voice about transition experiences.**  
**Student transition is an essential element of new staff induction.** |

**Strengthen school and community learning partnerships**

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
</table>
| **Develop a whole school teaching and learning philosophy expressed in a pedagogical plan.**  
**Develop documented practices to assist seamless transition through the school.** | **High expectations of student learning at all levels of the school.**  
**School’s teaching and learning philosophy is clearly defined.**  
**Track student progress on line using the Student Performance Analyser (SPA) program.**  
**Students at all year levels experience English, Math and Personal Development activities each year that will be core in their next stage of learning.**  
**Parents at Year 2 to 3 and Years 4 to 5 surveyed for parent voice about transition experiences.**  
**Student transition is an essential element of new staff induction.** |
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a marketing plan to engage the community.</td>
<td>1. Refine and continue to implement the school’s teaching and learning philosophy as expressed in its pedagogical plan.</td>
</tr>
<tr>
<td>2. Implement the school’s teaching and learning philosophy as expressed in its pedagogical plan.</td>
<td>2. Refine and continue to implement the school’s teaching and learning philosophy as expressed in its pedagogical plan.</td>
</tr>
<tr>
<td>3. Implement documented practices to assist seamless transition through the school.</td>
<td>3. Implement documented practices to assist seamless transition through the school.</td>
</tr>
<tr>
<td>4. Implement the school’s marketing plan to engage the community.</td>
<td>4. Implement the school’s marketing plan to engage the community.</td>
</tr>
<tr>
<td>5. Sustainable model of effective communication with pre schools and secondary schools maintained.</td>
<td>5. All teachers articulate the school’s teaching and learning philosophy.</td>
</tr>
<tr>
<td>6. Transition process, protocols and activities documented electronically.</td>
<td>6. High expectations of student learning at all levels of the school.</td>
</tr>
<tr>
<td>7. Parents actively involved in the Civics and Citizenship programs.</td>
<td>7. All teachers embed the school’s teaching and learning philosophy in their practice.</td>
</tr>
<tr>
<td>8. Positive home school learning links established.</td>
<td>8. Student progress tracked on line using the Student Performance Analyser (SPA) program directs future learning.</td>
</tr>
<tr>
<td>9. Parents participating in year level expos in English, Mathematics, ICT and Inquiry.</td>
<td>9. Students at all year levels experience English, Math and Personal Development activities each year that will be core in their next stage of learning.</td>
</tr>
<tr>
<td>10. School councillors engage the school parent community i.e. website, SMS.</td>
<td>10. Parents at all year levels Prep – Year 6 surveyed for parent voice about transition experiences.</td>
</tr>
<tr>
<td>11. School develop guidelines for blogging.</td>
<td>11. Student transition is an essential element of new staff induction.</td>
</tr>
<tr>
<td>12. Parents accessing school blogs established at all Year Levels.</td>
<td>12. Sustainable model of effective communication with pre schools and secondary schools maintained.</td>
</tr>
<tr>
<td>15. Electronic communication with parent community.</td>
<td>15. Positive home school learning links established.</td>
</tr>
<tr>
<td>17. School councillors engaging the school parent community.</td>
<td>17. School councillors engaging the school parent community.</td>
</tr>
<tr>
<td>18. Electronic communication with parent community.</td>
<td>18. Electronic communication with parent community.</td>
</tr>
<tr>
<td>19. Parent reps support student learning at each year level.</td>
<td>19. Parent reps support student learning at each year level.</td>
</tr>
</tbody>
</table>
| Year 4 | Review the school’s teaching and learning philosophy as expressed in its pedagogical plan.  
Review the school’s documented practices that assist seamless transition through the school.  
Review the school’s marketing plan to engage the community. | High expectations of student learning at all levels of the school.  
All teachers demonstrate the school’s teaching and learning philosophy in their practice.  
Student progress tracked on line using the Student Performance Analyser (SPA) program directs future learning.  
Students experience English, Math and Personal Development activities each year that will be core in their next stage of learning.  
Transition process is inclusive of and responsive to parent voice and experience.  
Student transition is an essential element of new staff induction.  
Sustainable model of effective communication with pre schools and secondary schools maintained.  
Transition process, protocols and activities documented on share drive.  
Parents actively involved in the Civics and Citizenship programs.  
Positive home school learning links established.  
Parents participating in year level expos in English, Mathematics, ICT and Inquiry each term.  
School councillors engaging the school parent community.  
Electronic communication with parent community.  
Parent reps support student learning at each year level. |