

School Strategic Plan for Thomastown West Primary School Northern Metropolitan Region 2013-2016



<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>igned..... (School Council President's signature)</p> <p>Name.....</p> <p style="text-align: center;">Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>igned..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Our Vision is Together Working on Pathways to Success (TWPS). Our school and wider community are committed to developing Literacy, Numeracy, Curiosity and Social Adaptability in all our children so that they may meet the challenges of an ever changing world.</p>
Values	<p>This school has the core values of: Respect: Treating everybody with consideration and courtesy Responsibility: being accountable, answerable for one's own and other's actions Tolerance: being fair towards and accepting of other people's beliefs, differences and opinions and Excellence: Being outstanding in merit or achievement</p>
Environmental Context	<p>Thomastown West Primary School is situated in the City of Whittlesea approximately 20 kilometres north of the central business district of Melbourne. The school was established in 1971. Thomastown West Primary School is located on Main Street, next to Thomastown Secondary College. Thomastown Recreational and Aquatic Centre, Thomastown Library and the local Indigenous pre-school, <i>Bubup Willem</i>, completes the redevelopment of this area to provide a community hub.</p> <p>Students come from 35 countries and many are from refugee families. In 2012 30% of students had an Arabic background, 30% Asian (mainly Vietnamese), and 5% Indigenous. Many families have children at both Thomastown West Primary School and Thomastown Secondary College. Most Year 6 students will move on to Year 7 at the school next door.</p> <p>There is a consistency of experienced staffing providing stability within the school. Many teachers have been working in the school for long periods of time and understand the culture of the school. Students work in a supportive environment where teachers assist and encourage them to do their best to learn.</p> <p>According to the Parent Opinion Survey parents are very satisfied with the school.</p> <p>The design of the new school provides flexibility in its layout of classrooms and the extensive school grounds will allow passive and active play once they have been made safe. At present there are no funds available for this work and the school is trying to raise funds, look for grants and find donations from local businesses in order to do this.</p> <p>Building on the success of the Northern Metropolitan Region's <i>Achievement Improvement Zone</i>, the school is also looking at differentiation of lessons, explicit teaching and an inquiry-based approach to learning in</p>

every classroom.

The school has a variety of specialist programs that we continue to provide: Performing Arts, Visual Arts, and Physical Education, Science, and ICT classes. Students, Years P–2 are supported through a Prep Oral Language program, and Reading Recovery. The whole-school wellbeing program is based on teachers using the student behaviour management strategies developed by Dr Ramon Lewis of La Trobe University and will be further expanded through the You Can Do It program.

Student leadership at TWPS is promoted through School and House Captains and Junior School Council. Students should feel they are listened to by other students and are having a positive impact on the school.

There is a close relationship between the primary school and the adjacent Thomastown Secondary College. Our school wishes to continue sharing facilities and developing innovative programs that will enhance student learning at both schools.

Thomastown West Primary is at a turning point and is working together as a whole-school community to refocus and implement a shared vision and goals, shape common expectations and improve consistency of teacher practice and student growth through the school.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve the learning outcomes for all students through a comprehensive, consistent, and rigorous approach to teaching Literacy and Numeracy.	<p>By 2016:</p> <p>VELS Reading</p> <ul style="list-style-type: none"> At least 25% students in Years P–6 to be achieving at VELS levels A & B in Reading <p>VELS Writing</p> <ul style="list-style-type: none"> At least 25% students in Years P–6 to be achieving at VELS levels A & B in Writing <p>VELS Number</p> <ul style="list-style-type: none"> At least 20% of students in Years P–6 to be achieving at VELS levels A & B in Number <ul style="list-style-type: none"> NAPLAN Reading and Numeracy matched cohort data (or current measure) <p>Increase the percentage of students making High Relative Gain in Reading each year of the Strategic Plan.</p>	<ul style="list-style-type: none"> Continue to build a whole-school approach to Literacy, Numeracy and Curiosity & Creativity. Develop shared beliefs about teaching and learning utilising the Northern Metropolitan Region’s Curiosity and Powerful Learning Theories of Action. Review and implement a consistent, whole-school approach to the assessment of Literacy and Numeracy.

<p>Student Engagement and Wellbeing</p>	<p>To develop and promote behaviours and attitudes across the school community that support student engagement in learning.</p> <p>To provide a student-centred learning environment that promotes rigour and engages students in learning.</p>	<p>By 2016 the school mean for:</p> <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • <i>Stimulating Learning</i> to be at or above 4.37 for girls and boys and Year 5 and 6 students. • <i>Connectedness to Peers</i> to be at or above 4.13. <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • <i>Student Management</i> to be at or above 7.5. • <i>Parent Partnerships</i> to be at or above 20th percentile (school mean not available). <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • <i>Student Safety</i> to be at or above 5.7. • <i>Parent Input</i> to be at or above 6.0. <p>Student Attendance</p> <p>The average absenteeism rate will be 18 days per student or less</p>	<ul style="list-style-type: none"> ● Support improved student outcomes and engagement through an agreed approach to promoting student curiosity and stimulating learning. ● Develop and implement a whole-school focus on the promotion of student voice, and student leadership. ● Maximise ways to connect students and their families to the school
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<p>Student Pathways and Transitions</p>	<p>To enhance student transitions and pathways into, through and from the school.</p>	<p>By 2016 school mean for: Parent Opinion Survey</p> <ul style="list-style-type: none"> ● <i>Transition</i> variable to be at or above 6.4. ● <i>Reporting</i> variable to be at or above 6.3. 	<ul style="list-style-type: none"> ● Further develop transition processes through the school with particular focus on transition between VELs levels (or current measure) at Years P–1, 2–3 and 4–5. ● Continue and evaluate structures, policies and practices to address student mobility.
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Literacy

Key Improvement Strategies		Actions	Achievement Milestones
<p>Through a comprehensive, consistent and rigorous approach to teaching literacy, improve the reading comprehension from Prep to Year 6</p>	<p>Year 1 2013</p>	<ul style="list-style-type: none"> Promote a major emphasis on comprehension with the implementation of John Munro’s High Reliability strategies. Trial the school-wide comprehension teaching rubric to identify the elements of comprehension which will be a focus at each level Trial the annual Literacy Plan P-6 produced by the English Curriculum Team Review the Assessment schedule so that it reflects a consistent, whole school approach to assessment in literacy. 	<ul style="list-style-type: none"> John Munro PD refresher for all staff early in the year. Consistency of classroom practice to reflect understandings of John Munro’s High Reliability strategies Annual Literacy Plan P-6 updated & trialled. Greater teacher use of data collected to drive teaching & learning (for all students-differentiating the curriculum) Develop the use of PLTs across the school and continue to develop consistency in teacher practice. Refine the tracking of student achievement in order to monitor individual student growth Align assessment and reporting practices across the school Reading Comprehension strategies to be listed in class Term Planners Reading Comprehension is a set agenda item for Area meetings P-6 High reliability strategies Scope and Sequence to be trialled.
	<p>Year 2</p>		
	<p>Year 3</p>		

	Year 4		
Development of assessment as a tool to inform teaching and learning across the school.	Year 1	<ul style="list-style-type: none"> ▪ Assessment schedule developed and implemented to guide teaching and learning across the school ▪ Teachers routinely using data from a range of sources to plan for further student learning ▪ Students experiencing difficulty or not making satisfactory progress are identified and supported to gain skills and understandings in all areas of literacy. Individual learning Improvement Plans (ILIPs) developed and monitored. ▪ Assessment data routinely collected to enable all students to be tracked and monitored, and accurately plan for whole cohort learning. ▪ Implementation of increased levels of student self-evaluation. 	<ul style="list-style-type: none"> ▪ Assessment schedule documented ▪ Planning documents reflect the use of data to guide decisions made in teaching & learning activities.
	Year 2	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Specific and ongoing promotion of Vocabulary development and oral language as key components of Literacy skill acquisition.	Year 1	<ul style="list-style-type: none"> ▪ Explicit teaching of Vocabulary is included as part of each literacy activity as appropriate. ▪ Oral language skills (receptive and Expressive) are a key feature of all literacy programs across the school. ▪ As appropriate, literacy skills should link to integrated unit being undertaken to further develop vocabulary and literacy skills. 	<ul style="list-style-type: none"> ▪ Identification of Vocabulary and concepts to be covered in each lesson.
	Year 2	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Rigorous and sequential approach to teaching and learning of key skills in reading / viewing, writing, speaking and listening.	Year 1	<ul style="list-style-type: none"> ▪ Each student will participate in 2 hours of literacy instruction each day ▪ Development of key literacy skills will be tracked and monitored to ensure progress is made in all literacy areas. ▪ Teaching and Learning programs will include specific links between aspects of literacy eg reading information report linked to writing same genre to strengthen literacy frameworks and understanding. ▪ 	<ul style="list-style-type: none"> ▪ Timetables will reflect expectation of literacy teaching for 2 hours each day (or equivalent) ▪
	Year 2	<ul style="list-style-type: none"> ▪ 	

	Year 3	▪	▪
	Year 4	▪	▪
Ongoing development of home-school and community relationships to strengthen literacy learning for our students	Year 1	<ul style="list-style-type: none"> ▪ Prep parent support program to continue to develop parent's understandings of the significance of the reading process. ▪ For children of low-literacy backgrounds, specific assistance is developed to support their continued progress in reading and other literacy areas. 	▪
	Year 2	▪	▪
	Year 3	▪	▪
	Year 4	▪	▪

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Numeracy

Key Improvement Strategies		Actions	Achievement Milestones
<p>Through a comprehensive, consistent and rigorous approach to teaching and planning for Numeracy, improve the student achievement levels from Prep to Year 6</p>	Year 1	<ul style="list-style-type: none"> ▪ Identify and support staff to use research –based teaching strategies which will increase student achievements. ▪ Ensure all classroom and area planning for numeracy is based on accurate and rigorous student achievement data. ▪ Develop a school-wide approach to mathematics skill and concept development. ▪ Ensure that ALL students actively participate in a minimum of 5 hours of Numeracy each week 	<ul style="list-style-type: none"> ▪ Staff will have a comprehensive understanding of current <i>best practice</i> in Numeracy teaching, and routinely use these strategies as appropriate ▪ PLT and teaching teams base all planning on verified and multiple data sources of student learning. ▪ In line with current curriculum documents, ensure all staff have a sound understanding of minimum expectations of student learning at all levels, and actively plan to challenge learners as appropriate. ▪ Timetables and planners contain details of 5 hours of Numeracy teaching and learning each week.
	Year 2		
	Year 3		
	Year 4		
<p>Through a focus on building student vocabulary and comprehension in mathematics, to actively support increased engagement in mathematics</p>	Year 1	<ul style="list-style-type: none"> ▪ Promote a major emphasis on comprehension with the implementation of John Munro’s High Reliability strategies, as they apply to Numeracy teaching and learning. ▪ Specific and ongoing emphasis on teaching vocabulary and language 	<ul style="list-style-type: none"> ▪ Visible and strategic use of the High reliability strategies in planning documents, classroom practices and student feedback. ▪ Planning documents to indicate language supports necessary to

and numeracy for all students		<p>structures used in mathematics.</p> <ul style="list-style-type: none"> ▪ Through the use of a variety of media, ICT and approaches, to allow all students to demonstrate their understandings, and application of concepts in broader contexts. ▪ 	<p>support student learning, and the literacy strategies to be used to engage with the concepts and demonstrate student skills and understandings.</p> <ul style="list-style-type: none"> ▪ Routine use of a range of tools and strategies that allow all students to show progress and skill development.
	Year 2		
	Year 3		
	Year 4		
<p>Through a rigorous and timely approach to <i>Assessment for Learning</i> in Numeracy, to accurately identify student abilities, needs and pathways in Numeracy across the school,</p>	Year 1	<ul style="list-style-type: none"> ▪ To develop a school – wide approach to assessment of Numeracy that supports classroom teaching and learning ▪ To accurately monitor student learning across the school to identify students experiencing difficulty or not meeting agreed achievement targets ▪ To provide timely support and intervention for students not making progress in Numeracy 	<ul style="list-style-type: none"> ▪ Assessment schedule developed and used routinely in planning for student learning. ▪ Assessment tools used strategically to monitor student achievement at class, team and school levels ▪ Intervention strategies trialed to meet student learning needs identified through assessment. ▪ Development of Individual Learning Improvement Plans (ILIPs) for all students not making progress or meeting agreed targets.
	Year 2		

	Year 3		
	Year 4		
<p>Through a planned and purposeful emphasis on increased curriculum knowledge for all staff, to actively plan for student learning and new initiatives in Numeracy.</p>	Year 1	<ul style="list-style-type: none"> ▪ Analysis of available data to identify areas of curriculum development needing specific attention, and professional learning and support to improve teaching and learning in these areas. ▪ Planned and purposeful Professional learning activities to ensure all staff have a comprehensive and current understanding of mathematical skill and concept acquisition. ▪ A whole school approach to implementing the agreed VELS, <i>Australian National Curriculum</i>, and <i>AusVels</i>. 	<ul style="list-style-type: none"> ▪ Leadership and Numeracy Curriculum team to identify areas of concern in the Numeracy Curriculum delivered at TWPS, and ensure curriculum planners and documents reflect the revised expectations for program delivery and evaluation. ▪ Numeracy Curriculum Team to deliver and evaluate professional Learning activities for all staff members based on student learning in Numeracy in areas identified through data sources. ▪ Staff understanding and use of current curriculum documents in planning, delivering and evaluating teaching and student learning.
	Year 2		
	Year 3		
	Year 4		
	Year 1	<ul style="list-style-type: none"> ▪ Fostering a wide ranging approach to Numeracy and mathematics through increased student involvement in community activities which include Numeracy skills and understandings ▪ In creasing Parent involvement in Numeracy skill acquisition through focused parent education and Numeracy information/ Family maths events. 	<ul style="list-style-type: none"> ▪ Investigate and support student involvement in appropriate community activities, events and competitions that foster mathematical understandings and concept development. ▪ Parent and family numeracy activities included on school calendar and conducted across the school. ▪ Development, implementation and

		<ul style="list-style-type: none"> To actively support classroom programs through a planned and managed <i>parent helpers program</i> in Numeracy. 	evaluation of <i>Parent helpers in Numeracy</i> program
	Year 2		
	Year 3		
	Year 4		

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Curiosity & Creativity

Key Improvement Strategies		Actions	Achievement Milestones
Developing a school wide understanding of Questioning skills, and the application of higher order thinking skills.	Year 1	<ul style="list-style-type: none"> Through professional learning activities, to develop a whole-school understanding of the impact and value of higher- order questioning and thinking skills. Teacher and team reflection on current questioning practices, and identification of aspects to be focused on during teaching and learning Specific planning of questioning and thinking strategies to be taught, included in lessons and critically evaluated by staff and students to improve student learning. 	<ul style="list-style-type: none"> Students able to use a range of questioning strategies to deepen and expand their own learning, and that of their class or group. Teachers routinely asking questions to foster deep learning principles and practices Curriculum documents across all areas demonstrating key questions, guiding questions and student individual questions which guide curriculum planning, implementation and evaluation.
	Year 2		
	Year 3		
	Year 4		
Developing a planned and purposeful curriculum based on Inquiry learning principles across the school.	Year 1	<ul style="list-style-type: none"> Curiosity and Creativity curriculum team to undertake professional learning to develop key understandings of the Inquiry Learning principles, curriculum planning and evaluation strategies. 	<ul style="list-style-type: none"> Curiosity and Creativity curriculum team to plan the implementation of a whole school Inquiry curriculum. Curriculum planning documents developed to support Inquiry teaching and learning strategies in integrated units.
	Year 2	<ul style="list-style-type: none"> A whole school Inquiry Curriculum to 	<ul style="list-style-type: none"> Documented integrated curriculum

		<p>be developed and implemented which aligns to inquiry learning principles, includes any current integrated units which can be further developed, implemented and evaluated along these guiding principles., and development of further units to cover mandated curriculum areas.</p>	<p>units that are based in developing student inquiry at class and individual level.</p> <ul style="list-style-type: none"> ▪ Teacher questions guiding class activities, providing key information at the beginning of each Inquiry (Front Loading) ▪ Student questions being developed and forming the basis of individual research and assessment requirements. ▪ Rubrics routinely used to provide a framework for student reflection, and guide skill development.
	Year 3	<ul style="list-style-type: none"> ▪ A whole school Inquiry Curriculum to be developed and implemented which aligns to inquiry learning principles, includes any current integrated units which can be further developed, implemented and evaluated along these guiding principles., and development of further units to cover mandated curriculum areas. 	<ul style="list-style-type: none"> ▪ Documented integrated curriculum units that are based in developing student inquiry at class and individual level. ▪ Teacher questions guiding class activities, providing key information at the beginning of each Inquiry (Front Loading) ▪ Student questions being developed and forming the basis of individual research and assessment requirements. ▪ Rubrics routinely used to provide a framework for student reflection, and guide skill development.
	Year 4		
<p>To actively foster and develop authentic links to our local and wider community which enable all students to demonstrate their skills and abilities.</p>	Year 1	<ul style="list-style-type: none"> ▪ Investigate activities which students may undertake in the broader community to develop their social awareness and community links ▪ Inclusion on school calendar (assemblies?) of classes demonstrating and celebrating their learning 	<p>Staff and students actively using local community as a resource for learning, and as a place to celebrate and express their learning.</p>

		<ul style="list-style-type: none"> Curriculum planning in senior grades includes opportunities as appropriate to demonstrate their understandings and skills in the school and wider community. 	
	Year 2	<ul style="list-style-type: none"> 	
	Year 3		
	Year 4		
<p>Through a greater emphasis on <i>Creativity</i> in all learning areas, to actively support students engage with their own learning.</p>	Year 1	<ul style="list-style-type: none"> For planning teams to include Creative arts and creativity skills in planning classroom and individual learning activities. 	<ul style="list-style-type: none"> Planning documents to include links to arts, specialist programs and other creative avenues for students to interact with curriculum materials, and express their learning. Opportunities to be investigated which will allow specialist and support staff to be included in planning for student learning. Students encouraged to express their skills and understandings using a range of media, performances and reflection strategies.
	Year 2		
	Year 3		
	Year 4		

Information & Communication Technologies (I.C.T)

Key Improvement Strategies		Actions	Achievement Milestones
Hardware and Networking Improvement Develop and implement a hardware and networking improvement plan that to build the school's capacity to embed technology.	Year 1	Investigate 1:1 technology Investigate external funding opportunities (government and business). Develop plan to increase funding to ICT through sponsorship and grants. Promote the use of existing hardware, software and networking opportunities through Professional Development sessions i.e. Staffshared, existing hardware, existing software, Intranet, Cloud technology, common online assessment documents.	Increase in the use of technological tools used in classrooms. Increase in technological/digital resources by staff to assess, plan and deliver learning experiences.
	Year 2	Implement 1:1 program if appropriate Implement plan to increase funding to ICT. Promote the use of existing hardware, software and networking opportunities. Continue PD in areas listed above.	
	Year 3	Expand 1:1 program if appropriate Continue to increase funding to ICT. Promote the use of existing hardware, software and networking opportunities. Continue PD in areas listed above.	
	Year 4	Evaluate educational outcomes of 1:1 program Review plan and success of funding.	

		Promote the use of existing hardware, software and networking opportunities. Continue PD in areas listed above.	
<p>Creating and Interacting with ICT</p> <p>Develop and implement a plan to build the capacity of community members (students and staff) to use technological tools.</p>	Year 1	<p>Implement a program for staff to build ICT competencies.</p> <p>ICT committee develop a Scope and Sequence of skills for Prep – 6 levels.</p> <p>Investigate 'best practice' for creating and interacting with ICT.</p> <p>Investigate 'best practice' for personalising learning for all students.</p>	<ul style="list-style-type: none"> ▪ Teacher Individual Professional Development /Learning Plans completed by all staff including new staff to include at least 1 ICT aspect. ▪ All staff to complete E-potential survey annually. ▪ Checklists for students to be completed by both students (self-assessment) and teachers as evidence of student capacity.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to follow program for staff ICT competency development. ▪ Implement scope and sequence across P-6 areas. ▪ Incorporate 'best practice' into learning sequences across all areas for creating, interacting and engaging all students. ▪ Implement program of personalised learning plans in a focus subject area. 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to follow program for staff ICT competency development. ▪ Revisit and consolidate understanding of ICT scope and sequence across P-6 areas and educate new staff. ▪ Evaluate implementation of best practice and extend where appropriate. ▪ Extend personalised learning 	

		programs where appropriate.	
	Year 4	Evaluate staff competency development program. Evaluate ICT Scope and sequence and revise as necessary. Review process for implementing 'best practice' techniques to create consistency across the school. Review personalised learning program.	
Increase Community Engagement Development and implement plans that increase engagement within the school community (students and staff, key stakeholders and community groups).	Year 1	Investigate social networking and it's possible uses across the school community. Investigate methods of creating higher student engagement in learning P-6. Investigate possible administration platforms to increase family engagement with school i.e. Daymap, Compass	<ul style="list-style-type: none"> ▪ Staff to be using appropriate digital methods of communication with students, colleagues, families and wider school community i.e. email, messaging, blogs, websites, social media etc. ▪ There is a whole school approach to the administrative platform adopted and families use this method in preference to others. ▪ Students rate 'class engagement' at ?? on Student Satisfaction Survey.
	Year 2	Implement appropriate social networking within school and to wider community. Implement learning experiences that increase student engagement in focus classes. Introduce digital administration platforms if appropriate to increase family engagement and promote their use to families.	
	Year 3	Continue using social networking to increase family engagement. Expand high engagement learning experiences to all classes. Continue using administration digital	

		platforms, educate new families on how to use them and continue promoting them to the existing school community.	
	Year 4	Evaluate social networking and its impact on family engagement. Evaluate high engagement experiences and their impact on student engagement. Evaluate digital administration platform use among the school community.	
Communicating with the Wider World Develop and implement program that enhances student understanding of communication in 21 st century and emerging genres.	Year 1	Develop shared understanding of digital genres within the school community. Investigate existing methods of teaching digital genres. Develop shared understandings among teaching staff of appropriate communication using digital technologies.	Students to be using digital methods of communication among peers, staff and wider school community in an appropriate manner. Staff have an excellent understanding of what digital technologies encompass and are up-to-date when teaching these to students. Professional development includes updates in emerging genres. Digital genres and 21 st Century Communication are included in term planners as per the scope and sequence.
	Year 2	Create a scope and sequence for digital and emerging genres P-6. Implement program of teaching digital genres P-6. Create and embed 21 st century communication aspects within existing Literacy scope and sequence.	
	Year 3	Create more structured approach to teaching digital and emerging genres in line with the scope and sequence. Continue to incorporate 21 st century communication within literacy lessons.	

	Year 4	Evaluate understanding of digital genres and review scope and sequence as required.	
Cybersafety Research and implement best practice in regards to Cybersafety.	Year 1	Investigate approaches to best practice in Cybersafety i.e. eSmart. Build shared understandings of Cybersafety within school community. Begin implementation of program in Term 3. Develop and review policies and documents that support the Cybersafety agenda.	The school community have an understanding of Cybersafety and what it encompasses. Students undertake appropriate learning experiences to increase their understanding and improve their actions in a digital environment. There is a decrease of cyber-bulling incidents reported to the school.
	Year 2	Continue implementation of Cybersafety program.	
	Year 3	Continue implementation of Cybersafety program.	
	Year 4	Review and evaluate Cybersafety program.	

Student Well-being

Key Improvement Strategies		Actions	Achievement Milestones
To promote the positive attributes of school attendance, and the impact on student learning.	Year 1	<ul style="list-style-type: none"> ▪ PD and information on Student mapping tool ▪ Continue with attendance reward programs ▪ Continue with absence follow up procedures 	<ul style="list-style-type: none"> ▪ Increase student attendance to below 13%
	Year 2	<ul style="list-style-type: none"> ▪ Use Student mapping tool to track attendance ▪ Continue with attendance reward programs ▪ Continue with absence follow up procedures 	<ul style="list-style-type: none"> ▪ Increase student attendance to below 12%
	Year 3	<ul style="list-style-type: none"> ▪ Use Student mapping tool to track attendance ▪ Continue with attendance reward programs ▪ Continue with absence follow up procedures 	<ul style="list-style-type: none"> ▪ Increase student attendance to below 11%
	Year 4	<ul style="list-style-type: none"> ▪ Use Student mapping tool to track attendance ▪ Continue with attendance reward programs ▪ Continue with absence follow up procedures 	<ul style="list-style-type: none"> ▪ Increase student attendance to below 10%
To actively support and foster Parent and family engagement in school activities and programs.	Year 1	<ul style="list-style-type: none"> ▪ Continue with cultural group events ▪ Increase communication with school community (newsletter, website etc) 	<ul style="list-style-type: none"> ▪ More parents/families involved in the school
	Year 2	<ul style="list-style-type: none"> ▪ Continue with cultural group events ▪ Invite parents to provide cultural studies for students 	<ul style="list-style-type: none"> ▪ More parents/families involved in the school
	Year 3	<ul style="list-style-type: none"> ▪ Continue with cultural group events ▪ Plan new ways to involve parents 	<ul style="list-style-type: none"> ▪ More parents/families involved in the school
	Year 4	<ul style="list-style-type: none"> ▪ Continue with cultural group events ▪ Plan new ways to involve parents 	<ul style="list-style-type: none"> ▪ More parents/families involved in the school
To implement a sequential and wide-ranging approach to social skills for all students.	Year 1	<ul style="list-style-type: none"> ▪ Implementation of You Can Do It program ▪ Identify and work with small groups to improve SC ▪ Identify and work with individuals to improve SC 	<ul style="list-style-type: none"> ▪ Overall improvement in social skills and student behaviour across the school
	Year 2	<ul style="list-style-type: none"> ▪ Maintaining and developing YCDI! program ▪ Identify and work with small groups to improve SC ▪ Identify and work with individuals to improve SC 	<ul style="list-style-type: none"> ▪ Overall improvement in social skills and student behaviour across the school
	Year 3	<ul style="list-style-type: none"> ▪ Maintaining and developing YCDI! program ▪ Identify and work with small groups to improve SC ▪ Identify and work with individuals to improve SC 	<ul style="list-style-type: none"> ▪ Overall improvement in social skills and student behaviour across the school
	Year 4	<ul style="list-style-type: none"> ▪ Maintaining and developing YCDI! program ▪ Identify and work with small groups to improve SC ▪ Identify and work with individuals to improve SC 	<ul style="list-style-type: none"> ▪ Overall improvement in social skills and student behaviour across the school
To actively seek avenues to strengthen	Year 1	<ul style="list-style-type: none"> ▪ Establish links with Bubup Wilam ▪ Continue partnerships with CSO's 	<ul style="list-style-type: none"> ▪ Increased amount of CSO's involved with school

community links and support for our school and students	Year 2	<ul style="list-style-type: none"> Services based at the school? (Schools as hubs project, Smith Family etc) 	<ul style="list-style-type: none"> Increased amount of CSO's involved with school
	Year 3	<ul style="list-style-type: none"> Seek out additional services that could be involved in the school 	<ul style="list-style-type: none"> Increased amount of CSO's involved with school
	Year 4	<ul style="list-style-type: none"> Review all current services to assess for future strategic plan 	<ul style="list-style-type: none"> Increased amount of CSO's involved with school
Through a strategic approach, to actively support the development of Student voice and leadership across the school.	Year 1	<ul style="list-style-type: none"> Leadership, teachers and well-being team to work together to develop authentic activities to develop positive student actions in the school and community. 	<ul style="list-style-type: none"> Student leadership program developed, delivered and evaluated. Students participating in a range of social awareness and leadership activities across the school. Emphasis on student input in class and school activities
	Year 2	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Year 3	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Student Pathways and Transitions

Key Improvement Strategies		Actions	Achievement Milestones
<p>To actively support all students as they enter Thomastown West Primary School.</p>	Year 1	<ul style="list-style-type: none"> ▪ Continue to develop strong partnerships with local pre-school settings to support student transitions to prep. ▪ Provide support for staff to build professional networks with pre-school staff to enable accurate and timely transfer of information regarding prospective students ▪ Prep orientation program occurs each year over a period of weeks to allow prospective students to get to know the staff and school environment ▪ To build parent/home/school links with families as students begin their primary schooling ▪ To further develop interview process with prospective parents/ families prior to students beginning to gather information which will enable a smooth transition to TWPS. 	<ul style="list-style-type: none"> ▪ Visits and events organised with local pre-schools and entered on school calendar of events ▪ Meetings (regular and in response to identified needs) held to gather information regarding student skills, development and needs prior to beginning prep. ▪ Prospective prep students attend orientation program to meet the staff and participate in a range of classroom activities. ▪ Prep orientation program includes parent information sessions to facilitate information exchange, and allow parents to get to know staff. ▪ Documented interview process with parents prior to students beginning at TWPS. This will include information regarding family, previous schooling, any specific needs or recommendations.
	Year 2	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

	Year 4	▪	▪
Through a comprehensive and well-planned strategy, ensure all students transitioning to secondary education are confident and well-equipped for the opportunities and challenges.	Year 1	<ul style="list-style-type: none"> ▪ Strong links fostered and developed between TWPS, local Secondary colleges and WS Network to ensure a timely and efficient transfer of information for students moving from year 6 to year 7. ▪ Transition program developed and implemented to provide students with opportunities to discuss issues regarding beginning secondary education. ▪ Specific transition strategy developed for students experiencing academic or social difficulties 	<ul style="list-style-type: none"> ▪ Information required for student selection and movement to secondary college transferred efficiently. ▪ Transition to secondary program implemented for all year 6 students. ▪ Effective transition and support for identified students and their families.
	Year 2	▪	▪
	Year 3	▪	▪
	Year 4	▪	▪
Through open and comprehensive processes, ensure students are actively supported as they move through all year levels across the school.	Year 1	<ul style="list-style-type: none"> ▪ Student record files to be kept up to date and include relevant family, social and academic issues and progress. ▪ Accurate records of academic progress to be uploaded to school data base at least each half year, or 	<ul style="list-style-type: none"> ▪ All new students to receive record file on admittance to class ▪ Student academic progress to be available for staff through an accurate and up to date school data base.

		in accordance with the agreed assessment schedule	
	Year 2	▪	▪
	Year 3	▪	▪
	Year 4	▪	▪

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