



Altona Primary School 3923

School Strategic Plan 2009 -2012



<p>Endorsement by School Principal</p>	<p>SIGNED..... NAME Mr Kevin Enright DATE.....</p>
<p>Endorsement by School Council</p>	<p>SIGNED..... NAME Ms Sandra Wilson DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Director (or nominee)</p>	<p>SIGNED..... NAME..... DATE.....</p>

School Profile

<p>Purpose</p>	<p>Altona Primary School is striving to facilitate life-long learning in order for all students to become active and effective global citizens in the world in which they live. This will be achieved through the provision and continuous development of the best possible social, emotional and educational outcomes for each and every student, within a vibrant and dynamic learning and teaching environment that encourages risk taking in learning.</p> <p>This Strategic Plan and process for implementation is based on the latest evidence and research in teaching and learning practice.</p>
<p>Values</p>	<p>Respect, honesty, responsibility, co-operation, care and compassion are the values Altona Primary School believes are an integral part of school life. These values guide all members of our school community on how we should behave and interact with each other, whilst at school and when representing our school in other situations. The You Can Do It Program is also a fundamental component of what we do and how we do it. The foundations of persistence, confidence, getting along, organisation and resilience are continually discussed and referred to in a variety of forums through-out the school.</p> <p>Dedicated, Inspirational, Motivated, Nurturing, Supportive, and Positive are the trademark behaviours the staff at Altona Primary School aspire to.</p>
<p>Environmental Context</p>	<p>Altona Primary School is located close to the beach in the Western suburb of Altona in Melbourne. We currently have an enrolment of 470 students, who come from a range of socio-economic families.</p> <p>Social</p> <ul style="list-style-type: none"> • SFO index 0.5886 • 32% families entitled to receive EMA • A steady increase of almost 10% per year in enrolments is likely to continue, including children from outside of the local area. The number of students with English as a Second Language and eligible for PSD funding has also risen over the past four years. • The age/experience profile of the staff has changed over the past few years enabling employment of a number of

continued

graduate teachers

Educational

- Identified as a High Performing School in 2007
- The new state-wide assessment and reporting process was implemented in 2007
- Accreditation in Performance and Development Culture in 2006, and a reference school for others
- Robust specialist program for Visual Arts, Music, Physical Education, ICT and LOTE
- Strong parent involvement at all levels of the school, with high expectations from parents of curriculum standards

Technological

- Interactive Whiteboards installed in all 5/6 classrooms
- Community ICT Program - Men's Shed, has ensured all families have access to a computer at home
- Classrooms are equipped with computers at a ratio of 1:6

Environmental

- All internal spaces are heated and air conditioned
- ICT Centre to be established in 2008/2009
- Extensive range of play spaces for children
- Synthetic turf to replace asphalted areas in 2008
- Performing Arts Centre was completed in 2007
- Grounds are well-established with attractive gardens
- Areas of concern include:-
 - the time taken to receive relocatable classrooms and for them to become operational;
 - an inadequate number of classrooms resulting in a high number of students in grades;
 - the large number of relocatables affects the cohesiveness of teams and children's peer groups;
 - lack of available work space for staff, support staff, parents and students

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve and maximize student learning across the whole curriculum with a particular emphasis on literacy and numeracy.	<p>By 2012</p> <ul style="list-style-type: none"> Assessment of Reading data for students deemed capable to show 100% of Prep to Year 2 students reading with 90% to 100% accuracy for the expected reading benchmark level. 80% of P-2 children to be above expected Reading Recovery level in reading <p>NAPLAN</p> <ul style="list-style-type: none"> Year 3 NAPLAN Reading: school mean score improves from 2.4 to 2.5 Year 5 NAPLAN Reading: school mean score improves from 3.2 to 3.3 Year 3 NAPLAN Numeracy: school mean score improves from 2.0 to 2.3 Year 5 NAPLAN Numeracy: school mean score improves from 2.9 to 3.25 These targets could be revised in 2010 to reflect NAPLAN Matched Cohort growth 	<p>Strengthen purposeful teaching of literacy and numeracy by further developing teacher practice and the capacity to facilitate personalised learning, which caters for the individual and diverse needs of students. (Purposeful teaching)</p> <p>Create a learning environment characterized by high expectations for student learning. (High expectations).</p> <p>Establish a collective accountability for rigorous and robust assessment and monitoring of progress by individual students, cohorts of students, and the school as a whole. (Accountability)</p>

	Goals	Targets	Key Improvement Strategies
Student Engagement and Wellbeing	To improve student abilities in self-managing their social and learning behaviours	<p>By 2012</p> <ul style="list-style-type: none"> • Improve Student Morale on the Attitudes to School Survey from 5.68 to 6.0 • Improve Student Distress on the Attitudes to School Survey from 5.95 to 6.1 • Improve Student Motivation on the Attitudes to School Survey from 4.54 to 4.7 • Improve Student Safety on the Attitudes to School Survey from 4.26 to 4.5 • Improve Classroom Misbehaviour on the Attitudes to School Survey from 2.67 to 3.8 • Improve School Connectedness on the Parent Opinion Survey from 5.77 to 6.0 • Improve Connectedness to Peers on the Parent Opinion Survey from 5.57 to 6.0 	<p>Improve student engagement in learning and build their capacity to be personal learners. (High expectations)</p> <p>Glossary <i>Personal learner</i> – Students, in consultation with their teacher, setting goals in order to empower them to be an active learner</p> <p>Facilitate the development of student leadership skills. (Stimulating and secure environment)</p> <p>Develop a survey for P-4 children on engagement and wellbeing issues. Targets will be determined and set for 2010 and beyond. Improvement to be evident over the Strategic Plan period. (Accountability)</p>
Student Pathways and Transitions	To provide a seamless education for students K-7 which enables the best possible learning outcomes for all students	<p>By 2012</p> <ul style="list-style-type: none"> • Improve Student Transitions on Parent Opinion Survey from 5.71 to 6.0 	<p>Develop and implement a more detailed and formal process for transitioning between year levels K-7 for students and teachers. (Learning communities)</p> <p>Strengthen the in-school transition processes which track students' progress. (Learning communities)</p>

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning Strengthen purposeful teaching of literacy and numeracy by further developing teacher practice and the capacity to facilitate personalised learning, which caters for the individual and diverse needs of students.</p> <p>Glossary <i>Purposeful teaching</i> – Strategic and focussed teaching to meet the needs of individual students</p>	Year 1 2009	<ul style="list-style-type: none"> ▪ Develop a whole school teaching and learning vision, values, principles and practices plan for literacy and numeracy ▪ Apply and refer to the literacy and numeracy learning and teaching plan consistently across the school ▪ Support teachers so that they are at the leading edge of knowledge and skill in teaching and learning practices in literacy and numeracy, through planned and targeted professional learning (with the literacy focus to be on Oral language and reciprocal teaching) 	<ul style="list-style-type: none"> ▪ PLTs, P-6 Forums and other professional learning opportunities to be strategically aligned to the literacy and numeracy teaching and learning plans ▪ Appointment of leadership team to facilitate and drive all professional learning across the school. ▪ Data to demonstrate improved outcomes in literacy and numeracy ▪ Appointment of Leading Teacher - Curriculum
	Year 2 2010	<ul style="list-style-type: none"> ▪ Refer to and apply the literacy and numeracy learning and teaching plan consistently across the school ▪ Support teachers so that they are at the leading edge of knowledge and skill in teaching and learning practices in literacy and numeracy, through planned and targeted professional learning (with the literacy focus to be on Oral language and writing) 	<ul style="list-style-type: none"> ▪ PLTs, P-6 Forums and other professional learning opportunities to be strategically aligned to the literacy and numeracy teaching and learning plans ▪ Appointment of leadership team to facilitate and drive all professional learning across the school ▪ Staff, parent opinion and student attitude to school surveys to indicate an improvement in perceptions in the area of classroom practice ▪ Data to demonstrate improved outcomes in literacy and numeracy
	Year 3 2011	<ul style="list-style-type: none"> ▪ Refer to and apply the literacy and numeracy learning and teaching plan consistently across the school ▪ Support teachers so that they are at the leading edge of knowledge and skill in teaching and learning practices in literacy and numeracy, through planned and targeted professional learning (with 	<ul style="list-style-type: none"> ▪ PLTs, P-6 Forums and other professional learning opportunities to be strategically aligned to the literacy and numeracy teaching and learning plans ▪ Appointment of leadership team to facilitate and drive all professional learning across the school

<p>Student Learning Strengthen purposeful teaching of literacy and numeracy by further developing teacher practice and the capacity to facilitate personalised learning, which caters for the individual and diverse needs of students.</p>	Year 3 2011 cont	the literacy focus to be on Reading, writing and oral language)	<ul style="list-style-type: none"> ▪ Staff, parent opinion and student attitude to school surveys to indicate an improvement in perceptions in the area of classroom practice ▪ Data to demonstrate improved outcomes in literacy and numeracy ▪ Consistent approach to teaching practices in literacy and numeracy across the school is observed and reflected in the NAPLAN data
	Year 4 2012	<ul style="list-style-type: none"> ▪ Refer to and apply the literacy and numeracy learning and teaching plan consistently across the school ▪ Support teachers so that they are at the leading edge of knowledge and skill in teaching and learning practices in literacy and numeracy, through planned and targeted professional learning (with the literacy focus to be on reading, writing and consolidation of oral language) 	<ul style="list-style-type: none"> ▪ PLTs, P-6 Forums and other professional learning opportunities to be strategically aligned to the literacy and numeracy teaching and learning plans ▪ Appointment of leadership team to facilitate and drive all professional learning across the school ▪ Staff, parent opinion and student attitude to school surveys to indicate an improvement in perceptions in the area of classroom practice ▪ Data to demonstrate improved outcomes in literacy and numeracy ▪ Consistent approach to teaching practices in literacy and numeracy across the school is observed and reflected in the NAPLAN data
<p>Student Learning Create a learning environment characterized by high expectations for student learning.</p>	Year 1 2009	<ul style="list-style-type: none"> ▪ Develop whole school community common understandings of student personalized learning plans ▪ Performance and development plans to identify three focus children for teachers to monitor progress and reflect on the strategies they are using in order to improve their practice and improve student learning outcomes for all 	<ul style="list-style-type: none"> ▪ Staff have a common understanding of personalised learning for students ▪ Personalized learning plans to be developed for all students in literacy and/or numeracy ▪ Teachers and teams' reflective practice to substantiate improvement to student learning outcomes <p>Glossary <i>Personalised Learning Plans</i> – Plans developed by teachers, in consultation with student, to meet the individual</p>

Student Learning Create a learning environment characterized by high expectations for student learning.			learning needs of the students
	Year 2 2010	<ul style="list-style-type: none"> ▪ Performance and development plans to identify three focus children for teachers to monitor progress and reflect on the strategies they are using in order to improve their practice and improve student learning outcomes for all 	<ul style="list-style-type: none"> ▪ Whole school policy documentation of personalised learning strategy ▪ Personalized learning plans to be developed for all students in literacy and/or numeracy ▪ Teachers and teams' reflective practice to substantiate improvement in student learning outcomes
	Year 3 2011	<ul style="list-style-type: none"> ▪ Performance and development plans to identify three focus children for teachers to monitor progress and reflect on the strategies they are using in order to improve their practice and improve student learning outcomes for all 	<ul style="list-style-type: none"> ▪ Personalized learning plans to be developed for all students in areas of need, including extension ▪ Teachers and teams' reflective practice to substantiate improvement in student learning outcomes
	Year 4 2012	<ul style="list-style-type: none"> ▪ Revise/review and celebrate embedded practices ▪ Performance and development plans to identify three focus children for teachers to monitor progress and reflect on the strategies they are using in order to improve their practice and improve student learning outcomes for all 	<ul style="list-style-type: none"> ▪ Personalized learning plans to be developed for all students in areas of need, including extension ▪ Teachers and teams' reflective practice to substantiate improvement in student learning outcomes
Student Learning Establish a collective accountability for rigorous and robust assessment and monitoring of progress by individual students, cohorts of students, and the school as a whole.	Year 1 2009	<ul style="list-style-type: none"> ▪ Use data to inform decisions to drive learning and teaching ▪ Strengthen teacher capacity to make consistent judgements and use assessment procedures which are clearly linked to learning and teaching. ▪ Continue with student goal setting and develop processes for effective feedback ▪ Assessment schedule and whole school database for tracking student progress for numeracy to be developed in line with 'for, of and as' assessment, 	<ul style="list-style-type: none"> ▪ Teachers use evidence from data to inform learning and teaching ▪ All students to set learning goals as a minimum in literacy and numeracy

<p>Student Learning Establish a collective accountability for rigorous and robust assessment and monitoring of progress by individual students, cohorts of students, and the school as a whole.</p>	Year 1 2009 cont	<p>specifically in number, as is for literacy</p> <ul style="list-style-type: none"> Assessment schedules and procedures to be developed in line with new DEECD directives for P-2 Literacy 	
	Year 2 2010	<ul style="list-style-type: none"> Use data to inform decisions to drive learning and teaching Review data on an ongoing basis to ensure consistent judgements Continue to use assessment procedures which are clearly linked to learning and teaching Introduce student led conferences to reflect and celebrate achievement of student goals Review assessment schedule and whole school database for tracking student progress for number domain and develop one for measurement, chance and data 	<ul style="list-style-type: none"> VELS data to be consistent with NAPLAN and Benchmarking data Student led conferences will be in place for Years 3-6 Student opinion surveys to indicate an improvement in the teaching and learning components of the survey All students to set learning goals as a minimum in literacy and numeracy Student portfolios to reflect achievement in learning goals
	Year 3 2011	<ul style="list-style-type: none"> Use data to inform decisions to drive learning and teaching Review data on an ongoing basis to ensure consistent judgements Continue to use assessment procedures which are clearly linked to learning and teaching Student led conferences to include student portfolios Review assessment schedule and whole school database for tracking student progress for number and measurement, chance and data domains and develop one for space 	<ul style="list-style-type: none"> Parent data for reporting to show an improvement Student led conferences will be in place for Prep to Year 6 VELS data to be consistent with NAPLAN and Benchmarking data A correlation between all forms of teacher, student and parent data to be evident All students to set learning goals as a minimum in literacy and numeracy Student portfolios to reflect achievement in learning goals
	Year 4 2012	<ul style="list-style-type: none"> Use data to inform decisions to drive learning and teaching 	<ul style="list-style-type: none"> Student led conferences and portfolios will be in place for all year levels

<p>Student Learning Establish a collective accountability for rigorous and robust assessment and monitoring of progress by individual students, cohorts of students, and the school as a whole</p>	<p>Year 4 2012 cont</p>	<ul style="list-style-type: none"> ▪ Review data on an ongoing basis to ensure consistent judgements ▪ Continue to use assessment procedures which are clearly linked to learning and teaching ▪ Consolidation of student led conferences and student portfolios ▪ Review assessment schedule and whole school database for tracking student progress for number, measurement, chance and data and space domains 	<ul style="list-style-type: none"> ▪ A correlation between all forms of teacher, student and parent data to be evident ▪ VELS data to be consistent with NAPLAN and Benchmarking data ▪ All students to set learning goals as a minimum in literacy and numeracy ▪ Student portfolios to reflect achievement in learning goals
<p>Student Engagement and Wellbeing Improve student engagement in learning and build their capacity to be personal learners.</p>	<p>Year 1 2009</p>	<ul style="list-style-type: none"> ▪ Through delivering the Key Improvement Strategies in Student Learning, students will develop their capacity to be personal learners ▪ Promote and enhance links with parents to strengthen the sense of partnership between home and school ▪ Accentuate the “You Can Do It” program and introduce the key of ‘Resilience’ ▪ Develop a whole school common and shared understanding of the essence of wellbeing and a common approach in our interactions with students ▪ Develop a list of behaviours that represent each of the school’s values ▪ Develop a whole school eLearning Plan 	<ul style="list-style-type: none"> ▪ Data from the staff, parent and students attitude to school survey to indicate an improvement in student engagement and wellbeing ▪ Behaviours of each value will be documented. ▪ Restorative Justice practices introduced to empower students for dealing with discipline issues ▪ eLearning Plan finalised <p>Glossary <i>Restorative Justice Practices</i> – Strategies used by teachers and students to empower students involved in conflict to see how their actions have affected others in order to build resilience</p>
	<p>Year 2 2010</p>	<ul style="list-style-type: none"> ▪ Develop a whole school approach to the teaching of the school values through the You Can Do It Program ▪ Embed interpersonal development, personal learning and thinking processes domains into curriculum planning and teaching practices ▪ Continue to promote and enhance links with parents to strengthen the sense of partnership between home and school 	<ul style="list-style-type: none"> ▪ Data from the staff, parent and students attitude to school survey to indicate an improvement in student engagement and wellbeing ▪ You can Do It will be an integral part of teams’ term planners ▪ Teachers report against personal learning, interpersonal development and thinking curriculum ▪ Restorative Justice practices used consistently by

<p>Student Engagement and Wellbeing Improve student engagement in learning and build their capacity to be personal learners.</p>	Year 2 2010 cont	<ul style="list-style-type: none"> ▪ Develop a whole school common and shared understanding of the essence of wellbeing and a common approach in our interactions with students ▪ Implement aspects of the eLearning Plan 	<ul style="list-style-type: none"> ▪ all staff ▪ ePotential Survey to show an increase in teacher confidence and use of ICT with students ▪ Planning documents to include ICT ▪ Increase time for staff with ICT Specialist
	Year 3 2011	<ul style="list-style-type: none"> ▪ Review and refine the whole school approach to the teaching of the school values through the You Can Do It Program ▪ Ongoing monitoring of the interpersonal development, personal learning and thinking processes domains into curriculum planning and teaching practices ▪ Continue to promote and enhance links with parents to strengthen the sense of partnership between home and school ▪ Strengthen our whole school common understanding of the essence of wellbeing and a common approach in our interactions with students ▪ Continue the implementation of the eLearning Plan and refine according to changing technologies 	<ul style="list-style-type: none"> ▪ Data from the staff, parent and students attitude to school survey to indicate an improvement in student engagement and wellbeing ▪ Teachers report against personal learning, interpersonal development and thinking curriculum ▪ You Can Do It program to be a integral part of all aspects of learning ▪ Data to indicate an improvement in student behaviour ▪ Restorative Justice practices used consistently by all staff ▪ ePotential Survey to show an increase in teacher confidence and use of ICT with students ▪ Planning documents to include ICT ▪ Increase time for staff with ICT Specialist
	Year 4 2012	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of the You Can Do It Program. ▪ Ensure the interpersonal development, personal learning and thinking processes domains are embedded into curriculum planning and teaching practices ▪ Continue to promote and enhance links with parents to strengthen the sense of partnership between home and school ▪ Maintain student wellbeing as a priority 	<ul style="list-style-type: none"> ▪ Data from the staff, parent, all students to indicate an improvement in student engagement and wellbeing ▪ Teachers report against personal learning, interpersonal development and thinking curriculum ▪ You Can Do It program to be a integral part of all aspects of learning ▪ Data for Student Behaviour to continue to improve

	Year 4 2012 cont	<ul style="list-style-type: none"> Evaluate the success of the eLearning Plan 	<ul style="list-style-type: none"> Restorative Justice practices used consistently by all staff ePotential Survey to show an increase in teacher confidence and use of ICT with students Planning documents to include ICT Increase time for staff with ICT Specialist
Student Engagement and Wellbeing Facilitate the development of student leadership skills	Year 1 2009	<ul style="list-style-type: none"> Enhance student leadership skills by increasing opportunities for students to participate in decision making processes Investigate leadership opportunities for all students Investigate the Peer Mediation Program Students to develop a mission statement for their class in line with the school's vision statement <p>Glossary <i>Peer Mediation</i> – A program where student leaders are trained to assist other students to solve minor issues in the school yard</p>	<ul style="list-style-type: none"> Student leadership groups established whereby each Year 5/6 student has an opportunity to develop their leadership skills eg social services/fundraising, assembly, community involvement, lunchtime activities, induction of new students, promote school/school tours Student Representative Council to be established Student involvement with private enterprise and community All classrooms will display their class' mission statement
	Year 2 2010	<ul style="list-style-type: none"> Continue to engage students by providing opportunities for students to participate in decision making processes Develop a whole school leadership program Adopt a Peer Mediation Program Students to develop a mission statement for their class in line with the school's vision statement Investigate ways students can be represented on School Council 	<ul style="list-style-type: none"> Student leadership groups to continue Peer Mediation program to complement Restorative Justice approach Peer Mediation Program established Leadership opportunities to include P-4 students Student Representative Council to meet regularly All classrooms will display their class' mission statement
	Year 3 2011	<ul style="list-style-type: none"> Continue to engage students by providing opportunities for students to participate in decision making processes Refine student leadership program 	<ul style="list-style-type: none"> Peer Mediation Program to continue Number of incidences of student misbehaviour in the yard have decreased P-6 students involved in leadership opportunities

Student Engagement and Wellbeing Facilitate the development of student leadership skills		<ul style="list-style-type: none"> ▪ Review and refine a Peer Mediation Program ▪ Students to develop a mission statement for their class in line with the school's vision statement 	<ul style="list-style-type: none"> ▪ Student Representative Council to meet regularly ▪ All classrooms will display their class' mission statement
	Year 4 2012	<ul style="list-style-type: none"> ▪ Evaluate the opportunities for students to participate in decision making processes ▪ Evaluate student leadership program ▪ Evaluate the Peer Mediation program ▪ Students to develop a mission statement for their class in line with the school's vision statement 	<ul style="list-style-type: none"> ▪ Peer Mediation Program to continue ▪ Number of incidences of student misbehaviour in the yard have decreased ▪ P-6 students involved in leadership opportunities ▪ Student Representative Council to meet regularly ▪ All classrooms will display their class' mission statement
Student Engagement and Wellbeing Develop ways to capture feedback from students across P-4.	Year 1 2009	<ul style="list-style-type: none"> ▪ Investigate and trial ways to capture feedback from students across P-4 	<ul style="list-style-type: none"> ▪ Trial surveys developed for P-4 students ▪ Use data to determine effectiveness of survey
	Year 2 2010	<ul style="list-style-type: none"> ▪ Develop surveys for P-4 students to provide feedback 	<ul style="list-style-type: none"> ▪ Use data to inform decisions about Student Learning, Student Engagement and Wellbeing and Student Transition
	Year 3 2011	<ul style="list-style-type: none"> ▪ Review and revise surveys for P-4 students to provide feedback 	<ul style="list-style-type: none"> ▪ Use data to inform decisions about Student Learning, Student Engagement and Wellbeing and Student Transition
	Year 4 2012	<ul style="list-style-type: none"> ▪ Evaluate the processes and effectiveness of collecting feedback ▪ Evaluate the use of data collected from feedback received 	<ul style="list-style-type: none"> ▪ Use data to inform decisions about Student Learning, Student Engagement and Wellbeing and Student Transition
Student Transitions and Pathways Develop and implement a more detailed and formal process for transitioning between year levels	Year 1 2009	<ul style="list-style-type: none"> ▪ Transition processes to be communicated to parents. ▪ Implementation of a transition program for all year levels ▪ Introduce a teacher transition process 	<ul style="list-style-type: none"> ▪ Information evenings and regular newsletter articles are used to relay information about student transition ▪ Dates set for whole school involvement in student transition to held over a period of four

<p>K-7 for student and teachers</p> <p>Student Transitions and Pathways Develop and implement a more detailed and formal process for transitioning between year levels K-7 for student and teachers</p>			<p>weeks</p> <ul style="list-style-type: none"> ▪ Teacher transition program occurring
	<p>Year 2 2010</p>	<ul style="list-style-type: none"> ▪ Evaluate and refine the process for transitioning between year levels. ▪ Implement and refine the teacher transition process. 	<ul style="list-style-type: none"> ▪ Data from Parent Opinion Survey for Transition to indicate an improvement ▪ Information evenings and regular newsletter articles are used to relay information about student transition ▪ Dates set for whole school involvement in student transition to held over a period of four weeks ▪ Feedback from teachers to be used to refine the teacher transition program
	<p>Year 3 2011</p>	<ul style="list-style-type: none"> ▪ Evaluate and refine the process for transitioning between year levels ▪ Formalize the teacher transition process. 	<ul style="list-style-type: none"> ▪ Data from Parent Opinion Survey for Transition to indicate an improvement ▪ Information evenings and regular newsletter articles are used to relay information about student transition ▪ Dates set for whole school involvement in student transition to held over a period of four weeks ▪ Feedback from teachers to be used to refine the teacher transition program
	<p>Year 4 2012</p>	<ul style="list-style-type: none"> ▪ Evaluate and refine the process for transitioning between year levels ▪ Evaluate the teacher transition process 	<ul style="list-style-type: none"> ▪ Data from Parent Opinion Survey for Transition to indicate an improvement ▪ Information evenings and regular newsletter articles are used to relay information about student transition ▪ Dates set for whole school involvement in student transition to held over a period of four weeks

			<ul style="list-style-type: none"> ▪ Feedback from teachers to be used to refine the teacher transition program
Student Transitions and Pathways Strengthen the in-school transition processes which track students' progress	Year 1 2009	<ul style="list-style-type: none"> ▪ Formalize the transfer of information between year levels ▪ Investigate and trial processes for the transition of new students into the school ▪ Investigate processes for exiting students ▪ Formalise the process of enrolment for ESL students 	<ul style="list-style-type: none"> ▪ Databases in Literacy and Numeracy are used for tracking of student progress ▪ Student leadership group to induct new students ▪ New students assessed by Literacy Coordinator as required ▪ Database of new students in school is used to track student progress ▪ Interview and proforma completed with parents before beginning
Student Transitions and Pathways Strengthen the in-school transition processes which track students' progress	Year 2 2010	<ul style="list-style-type: none"> ▪ Refine the transfer of information between year levels ▪ Introduce and formalise the processes for the transition of new students into the school ▪ Formalise processes for exiting students ▪ Implement process for the enrolment of ESL students 	<ul style="list-style-type: none"> ▪ Databases in Literacy and Numeracy are used for tracking of student progress ▪ Student leadership group to induct new students ▪ New students assessed by Literacy Coordinator as required ▪ Database of new students in school is used to track student progress ▪ Interview and proforma completed with parents before beginning
	Year 3 2011	<ul style="list-style-type: none"> ▪ Refine the transfer of information between year levels ▪ Review and refine the processes for the transition of new students into the school ▪ Review and implement processes for exiting students ▪ Implement process for the enrolment of ESL students 	<ul style="list-style-type: none"> ▪ Database in Literacy and Numeracy are used for tracking of student progress ▪ Student leadership group to induct new students ▪ New students assessed by Literacy Coordinator as required ▪ Database of new students in school is used to track student progress ▪ Interview and proforma completed with parents before beginning

	<p>Year 4 2012</p> <p>Year 4 2012 cont</p>	<ul style="list-style-type: none"> ▪ Evaluate the transfer of information between year levels ▪ Evaluate the processes for the transition of new students into the school ▪ Evaluate the effectiveness of the processes for exiting students ▪ Implement process for the enrolment of ESL students 	<ul style="list-style-type: none"> ▪ Databases in Literacy and Numeracy are used for tracking of student progress ▪ Student leadership group to induct new students ▪ New students assessed by Literacy Coordinator as required ▪ Database of new students in school is used to track student progress ▪ Interview and proforma completed with parents before beginning
--	--	--	--