


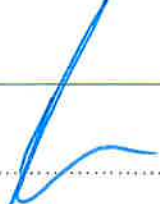
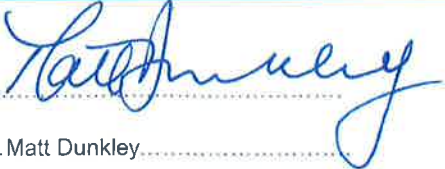
# School Strategic Plan for Wallington Primary School 3345



*Through Knowledge to Wisdom*

## 2015-2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... </p> <p>Name Leigh McLaren</p> <p>Date 18<sup>th</sup> March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed..... </p> <p>Name James Watson</p> <p>Date 18<sup>th</sup> March 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name... Matt Dunkley.....</p> <p>Date... 23/4/2015.....</p>
<p><b>Legislative context for endorsement</b></p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Training." This template forms the guidelines.</p>	

## School Profile

<p><b>Purpose</b></p> <p>The concept of a vision for a school has been demonstrated to be an essential characteristic in the school improvement and effectiveness research over several decades and across a wide range of education systems. Such a statement provides a foundation for the school's strategic planning decisions and for ongoing performance against the school's stated objectives and values.</p> <p><b>Regulatory context</b></p> <p>In order to be registered, all Victorian schools must meet a set of minimum standards, which are regulated by the Victorian Registration and Qualifications Authority (VRQA). Under the VRQA's School Governance standard, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, guardians and the school community</p>	<p><b>Purpose</b></p> <p>At Wallington Primary School we strive to provide a challenging, and quality education that ensures students of all ability levels are stimulated and supported to achieve success within a caring and secure environment.</p>
<p><b>Values</b></p>	<p><b>We Focus on:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Tolerance</b> - Accept that everyone is different.</li> <li>➤ <b>Honesty</b> Being truthful to ourselves and other</li> <li>➤ <b>Integrity</b> Upholding one's moral character irrespective of the circumstance</li> <li>➤ <b>Respect.</b> A positive regard for others feelings, emotions, social standing and thoughts and deeds</li> <li>➤ <b>Commitment</b> The ongoing pursuit to see something through to its natural conclusion</li> <li>➤ <b>Healthy Lifestyle.</b> Put into practice lifestyle choices that promote health and happiness</li> </ul> <p>We endeavour to apply these values in our everyday dealings with each other and in the development of our programs and policies.</p> <ul style="list-style-type: none"> <li>☐ Learners are at the centre of our teaching and learning</li> <li>☐ Teaching and Learning programs encourage deep understanding and a sense of the importance of learning</li> <li>☐ Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated life-long learners</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students are encouraged to achieve their personal best in all that they do</li> <li><input type="checkbox"/> Students are expected to take responsibility for their learning and behaviour</li> <li><input type="checkbox"/> Members of the school show great and respect confidence in one another and themselves</li> <li><input type="checkbox"/> Students, teachers and parents feel that they are treated fairly at all times</li> <li><input type="checkbox"/> Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active and responsible citizens</li> </ul>
<p><b>Environmental Context</b></p>	<p>Wallington is a family oriented school recognising and responding to the needs and diversity of family groups within our school community. Teachers and parents work together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensures that education is valued, that children want to learn, that they enjoy the trust of teachers and are aware of the rights of others in sharing in the life of the school.</p> <p>The school is responsive to community needs and the welcoming, open-door policy of the principal and staff ensures that issues and concerns are dealt with promptly and with sensitivity.</p> <p>Classroom programs focus on developing a positive and co-operative learning environment in which children can achieve their potential in all curriculum areas. Supportive teaching strategies encourage children to deal positively with challenges and to be actively involved in their learning.</p> <p>The school provides a sequential and inclusive curriculum based on the Australian Curriculum Victorian Essential Learning Standards (AusVELS). The planning of work units is a co-operative exercise which maximises the sharing of all teachers' talents and interests. The curriculum is enhanced by Learning Technologies.</p> <p>In catering for individual needs, talents and interests, teachers challenge and motivate all children, giving recognition for effort and achievement in artistic, cultural, academic and physical education programs.</p> <p>Children's social development and welfare needs are important aspects of the school curriculum and are supported by programs including `You Can Do It! Program, Buddies, Leadership Program to support students in Years 5/6 . The pastoral care role of the principal and staff is further enhanced through access to Network Support Staff. Teachers remain committed to continuing professional development, building on their wide experience through involvement in current curriculum trends. The staff are professional, dedicated and have a sense of ownership of the school.</p>
<p><b>Service Standards</b></p>	<ul style="list-style-type: none"> <li>• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular</i></li> </ul>

	<p>communications.</p> <ul style="list-style-type: none"> <li>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>The school will ensure all students have access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>The school provides a safe and stimulating learning environment to ensure all students can achieve their potential.</li> <li>All students will receive instruction that is adapted to their individual needs.</li> </ul> <p>Specific</p> <ul style="list-style-type: none"> <li>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>Students will play an active part in the development and review of the school's engagement policies.</li> <li>All teachers will provide timely and targeted feedback to students on their work.</li> </ul>
--	---

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students'</p>	<p>To improve student achievement outcomes in literacy P-6 with a specific focus on spelling, writing, and <b>number</b></p>	<p><b>Naplan</b> (Data from the School Portal)</p> <p>The number of students with low growth in Spelling decreases from 27% (2014) to 15% whilst maintaining relative high growth of 25% or more</p> <p>The number of students with low growth in Writing decreases from 21% (2014) to 15% whilst maintaining relative high growth of 25% or more</p> <p>The number of students in year 5 showing High growth in numeracy</p>	<ul style="list-style-type: none"> <li>To build teacher capacity for a whole school approach to focussed teaching and learning through peer interaction and feedback.</li> <li>Embed the use of the E<sup>5</sup> School Instructional Model.</li> <li>Use of data to create consistency of teacher judgement and informing the teaching and learning.</li> </ul>

<p>co-curricular achievements.</p>	<p>increase from 42% (2014) to 50%</p> <p><b>ODT</b> (Data from the school 5 years compared with data from the previous year - 2010-11, 2011-12, 2012-13)</p> <p><b>Spelling</b>  <b>Year 4</b> An average of 60% (45% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 75% (67% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Number</b>  <b>Year 4</b> An average of 50% (37% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p> <p><b>Year 6</b> An average of 91% (87% -2014) of students show growth of at least 1.0 Ausvel level for each year of the strategic plan period.</p>	<p><b>Engagement</b>  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  Engagement spans students' motivation to learn, as well as their active involvement in learning.  Engagement also refers to students</p> <p><b>Key Strategies</b>  Student goal setting and effective use of feedback and feed forward.  Develop teacher capacity to effectively provide feedback to students.</p>
	<p><b>Engagement</b>  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  Engagement spans students' motivation to learn, as well as their active involvement in learning.  Engagement also refers to students</p>	<p>The overall rating of Student Motivation in Student Attitude to School Survey increases from 4.40 in 2014 (based on grade 5 and 6 data) to 4.7  (Data from the School Portal)</p> <p>The overall rating of Learning Confidence in Student Attitude to School Survey increases from 4.0 in 2014 (based on grade 5 and 6 data) to 4.3  (Data from the School Portal)</p>

<p>engagement as they make critical transitions through school and beyond into further education and work.</p>			
<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p><b>Goal</b></p> <p>For students to be active participants in the school community through purposeful interactions, input into decision making and school connectedness in a safe and inclusive environment.</p>	<p>The overall rating of Student Distress in Student Attitude to School Survey increases from 6.11 in 2014 (based on grade 5 and 6 data) to 6.25* (Data from the School Profile - The higher the score the more positive about distress levels)</p> <p>The overall rating of Student Morale in Student Attitude to School Survey increases from 5.46 in 2014 (based on grade 5 and 6 data) to 5.75 (Data from the School Profile)</p> <p>Student absences Prep – 6 improve from 93% in 2014 to 95% by the end of the Strategic Plan period (Data from the School Profile)</p>	<p><b>Key Strategies</b></p> <p>promote home-student partnerships through the involvement of parents in the learning process.</p> <p>provide a forum for student input in the decision making process at Wallington Primary School.</p> <p>Provide opportunities for Wallington Primary School to interact with the wider community.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p><b>Goal</b></p> <p>To align the schools human, physical and financial resources with the schools strategic intent.</p>	<p>The overall rating of 'School Climate' in Staff Opinion Survey increases from 86% in 2014 to 92% by the end of the Strategic Plan period. (Data from the School Performance Report)</p> <p>The overall rating of General Satisfaction in Parent Opinion Survey increases from 5.59 in 2014 to 6.0 % by the end of the Strategic Plan period. (Data from the School Performance Report)</p> <p>The overall rating of 'Learning Focus' in Parent Opinion Survey increases from 5.36 in 2014 to 6.0 % by the end of the Strategic Plan period. (Data from the School Performance Report)</p>	<p><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Adequately provide resources for professional learning to improve student outcomes, in line with school targets and priorities.</li> <li>• Ensure effective use of eLearning.</li> </ul>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
Achievement	<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> <ul style="list-style-type: none"> <li>• Analysis of the Writing, Spelling and number approaches at Wallington Primary school</li> <li>• The schools focus on developing the E5 school improvement model in terms of planning</li> <li>• Continue with the maths intervention strategies (Extending Mathematical Understanding)</li> <li>• Continue reading intervention programs.</li> <li>• Document of the Wallington Spelling Continuum</li> <li>• Investigate whole school data assessment analysis package (e.g. GradeXpert)</li> </ul>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p> <ul style="list-style-type: none"> <li>▪ Literacy Walks conducted.</li> <li>▪ Reviewed Number Continuum and documented.</li> <li>▪ Peer Observation in Spelling/Writing occurs.</li> <li>▪ Identification for goals in AIP 2016.</li> <li>▪ Teachers' capacity in using the E5 as a planning tool is becoming evident in the teachers planning.</li> <li>▪ The number of students successfully transitioning from EMU and Reading Recovery is recorded</li> <li>▪ The number of students successfully transitioning from EMU and Reading Recovery is recorded</li> <li>▪ Whole School Audit of Spelling done and documented.</li> <li>▪ The determination of a suitable software package that will assist teachers in the analysis of data and the writing of reports.</li> </ul>
		Year 1
		Year 2



	<ul style="list-style-type: none"> <li>Continue to develop teacher capacity in Spelling, Writing, and Number</li> <li>Explore how technological devices can support student learning (literacy and numeracy).</li> <li>Develop strategies to assist teachers to moderate teacher reporting against AusVels across the school.</li> <li>Continue to promote high expectations for student learning.</li> <li>Continue to develop teacher capacity in the E5 School Planning Model</li> </ul>	<ul style="list-style-type: none"> <li>Coaching in Spelling and Writing. Literacy Walks conducted.</li> <li>Completion of an 'e-learning Plan'.</li> <li>Teacher attend 2 feedback sessions on moderation of students writing</li> <li>Document what 'High Expectations' looks like.</li> <li>Teachers' capacity in using E5 is becoming evident in the teachers planning.</li> <li>Identification for goals in AIP 2017.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Implement whole school data assessment analysis package (e.g. GradeXpert)</li> <li>Collection of data on students writing, and spelling, and number</li> <li>Develop strategies to assist teachers to moderate teacher reporting against AusVels across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of a software package and subsequent training</li> <li>Literacy Walks conducted and the findings become part of the school's Professional Learning</li> <li>Coaching in Spelling, Writing and Number</li> <li>Identification for goals in AIP 2018.</li> </ul>
Year 4	<p>School Review.</p> <ul style="list-style-type: none"> <li>Review and evaluate the effectiveness of the goals and actions against the targets and milestones for the area of 'Achievement'</li> </ul>	<ul style="list-style-type: none"> <li>Publishing of School Self Review and Peer Review Documents.</li> <li>Determination of the effectiveness of the data collection and the publication of data collection for goals in AIP 2019.</li> </ul>

Engagement	Year 1	<ul style="list-style-type: none"> <li>Make effective use of data to identify point of need teaching.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers show the use of data in their planning documents.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to refine the practice of differential teaching across the school.</li> <li>Continue to promote student voice and feedback sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback on the use of Learning Intentions / Success Criteria to ensure that there is a direct correlation between the task and the intention.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop teacher capacity to conduct successful feedback</li> </ul>	<ul style="list-style-type: none"> <li>An agreed schedule for student feedback.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to develop inquiring based learning to develop the students as independent learners.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry Based Learning Centre for Grades 3 – 6 is set up</li> <li>Review existing 'Integrated Units' document.</li> <li>Identification for goals in AIP 2016</li> </ul>
		<ul style="list-style-type: none"> <li>Integration of ICT across student personalized learning.</li> </ul>	<ul style="list-style-type: none"> <li>Completed audit of ICT usage across the school in terms of its use within the curriculum.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to work on student feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The establishment of a feedback schedule and implemented as a regular part of class routine</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Attendance protocols reviewed and refined</li> </ul>	<ul style="list-style-type: none"> <li>Publishing of the attendance protocols</li> <li>Identification for goals in AIP 2017.</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to work on student feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The establishment of feedback as regular part of class routine</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to monitor attendance of a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Compilation and analysis of aggregated data on attendance.</li> <li>Identification for goals in AIP 2018</li> </ul>
		<ul style="list-style-type: none"> <li>School Review.</li> <li>Review and evaluate the effectiveness of the goals and actions against the targets and milestones for the area of 'Engagement'</li> </ul>	<ul style="list-style-type: none"> <li>Publishing of School Self Review and Peer Review Documents.</li> <li>Identification for goals in AIP 2019.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Continue to work on student feedback.</li> </ul>	<ul style="list-style-type: none"> <li>The establishment of feedback as regular part of class routine</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to monitor attendance of a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Compilation and analysis of aggregated data on attendance.</li> <li>Identification for goals in AIP 2018</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>School Review.</li> <li>Review and evaluate the effectiveness of the goals and actions against the targets and milestones for the area of 'Engagement'</li> </ul>	<ul style="list-style-type: none"> <li>Publishing of School Self Review and Peer Review Documents.</li> <li>Identification for goals in AIP 2019.</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to monitor attendance of a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Compilation and analysis of aggregated data on attendance.</li> <li>Identification for goals in AIP 2018</li> </ul>	

Wellbeing	Year 1	<ul style="list-style-type: none"> <li>Continue to develop teaching capacity around student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Set up a student Wellness Centre as a space for students to receive extra assistance.</li> <li>The Employment of a Special Education Teacher</li> </ul>		
		<ul style="list-style-type: none"> <li>Continue to strength a whole school approach to behavior management.</li> </ul>	<ul style="list-style-type: none"> <li>Review Student Management Systems throughout the school and align into one coordinated approach</li> <li>School Council ratifies a Code of Conduct for teachers, parents and students.</li> </ul>		
		<ul style="list-style-type: none"> <li>Investigate student attendance programs (e.g. Everyday Counts)</li> </ul>	<ul style="list-style-type: none"> <li>The agreement of a consistent attendance program and policy.</li> </ul>		
		<ul style="list-style-type: none"> <li>Promoting home-school partnerships through the involvement of parents in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Holding 1 student forum per term on what the school does well, what we need to improvement. The minutes of the forum to be disseminated to students and parents.</li> <li>Hold Parent Class helper course for parents.</li> <li>Regular educational articles in the newsletter.</li> </ul>		
		<ul style="list-style-type: none"> <li>Continue the celebration of student success.</li> </ul>	<ul style="list-style-type: none"> <li>Make the celebrations as part of the weekly assembly</li> </ul>		
		<ul style="list-style-type: none"> <li>Continue to promote the transition program</li> </ul>	<ul style="list-style-type: none"> <li>The School Council ratifies a Transition policy that outlines what the current process is.</li> </ul>		
		<ul style="list-style-type: none"> <li>Continue to develop teaching capacity around student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>The employment of a Special Education Teacher.</li> </ul>		
		<ul style="list-style-type: none"> <li>Continue to strength a whole school approach to behavior management.</li> </ul>	<ul style="list-style-type: none"> <li>Student behaviour to become an agenda item at each staff meeting.</li> <li>Staff to attend Restorative Practices sessions</li> </ul>		
		Year 2			

<ul style="list-style-type: none"> <li>▪ Continue the celebration of student success.</li> <li>▪ Promoting home-school partnerships through the involvement of parents in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make the celebrations as part of the weekly assembly</li> <li>▪ Hold Parent Class helper course for parents.</li> <li>▪ Regular educational articles in the newsletter.</li> <li>▪ Holding 1 student forum per term on what the school does well, what we need to improvement. The minutes of the forum to be disseminated to students and parents.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to promote the transition program.</li> <li>▪ Implement student attendance programs (e.g. Everyday Counts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Circulation of the policy to parents via newsletter, and website.</li> <li>▪ The successful implementation of the School's agreed Attendance Program and Policy.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to promote the transition program.</li> <li>▪ Continue to develop teaching capacity around student wellbeing</li> <li>▪ Continue to strengthen a whole school approach to behavior management.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Circulation of the policy to parents via newsletter, and website.</li> <li>▪ Teachers to review the effectiveness of the</li> <li>▪ The employment of a Special Education Teacher.</li> <li>▪ Continue to support the whole school approach through professional learning</li> </ul>
<ul style="list-style-type: none"> <li>▪ Monitor student attendance programs (e.g. Everyday Counts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reporting termly, aggregated absence data to the staff</li> </ul>
<ul style="list-style-type: none"> <li>▪ Promoting home-school partnerships through the involvement of parents in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold Parent Class helper course for parents.</li> <li>▪ Regular educational articles in the newsletter.</li> <li>▪ Holding 1 student forum per term on what the school does well, what we need to improvement. The minutes of the forum to be disseminated to students and parents.</li> </ul>
<p>Year 3</p>	

	Year 4	<p>School Review</p> <ul style="list-style-type: none"> <li>Review and evaluate the effectiveness of the goals and actions against the targets and milestones for the area of 'Wellbeing'</li> </ul>	<ul style="list-style-type: none"> <li>Publishing of School Self Review and Peer Review documents.</li> <li>Identification for goals in AIP 2019</li> </ul>
Productivity	Year 1	<ul style="list-style-type: none"> <li>Continue to make maximum use of learning space throughout the school</li> <li>Gather information on best practice for the use of technology as a whole school</li> <li>Encourage parents to be to be active contributors to student council and fundraising activities and participate more broadly in school activities.</li> <li>Continue to maintain strong community links</li> <li>Develop and implement processes and protocols for Professional Learning Teams</li> <li>Further develop Geelong Bellarine network links for numeracy and literacy professional learning teams.</li> </ul>	<ul style="list-style-type: none"> <li>Agreement on the utilisation of the learning spaces.</li> <li>Commence discussion on the use of technology throughout the school.</li> <li>The activities of the school council to becoming more proactive than reactive through setting of tasks that are aligned to the Strategic Plan.</li> <li>Implementation of the Communication Strategy</li> <li>Curriculum Committee supporting the Professional learning through the collation of a Document outlining Professional Learning at Wallington</li> <li>All teachers to attend the Geelong Bellarine Network Professional Learning.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Continue to maintain strong community links</li> <li>Investigate BYOD or similar program to enhance student engagement and learning.</li> <li>Continue to make maximum use of learning space throughout the school.</li> <li>Encourage parents to be to be active contributors to student council and fundraising activities and participate more broadly in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>The agreement on procedures and protocols for Professional Learning Teams.</li> <li>Complete an Audit on the use of technology within the school.</li> <li>Review the use of the learning spaces in the school and set targets to improve the usage.</li> <li>Reports from Parents and Friends Association on the level of support for activities</li> </ul>

<ul style="list-style-type: none"> <li>▪ Continue to develop Geelong Bellarine network links for numeracy and literacy professional learning teams</li> <li>▪ Implement an eLearning Plan to ensure the effective implementation of ICT strategies.</li> <li>▪ Implement processes and protocols for Professional Learning Teams</li> </ul>	<ul style="list-style-type: none"> <li>▪ A high number of teachers supporting the Geelong Bellarine Network Professional Learning.</li> <li>▪ The successful updating of the Schools ICT Plan <a href="https://edugate.eduweb.vic.gov.au/Services/IT/ITServices/eduSTAR/ICTPlanning/default.aspx">https://edugate.eduweb.vic.gov.au/Services/IT/ITServices/eduSTAR/ICTPlanning/default.aspx</a></li> <li>▪ Curriculum Committee to report to School Council on the progress of the implementation</li> </ul>
<p>Year 3</p> <ul style="list-style-type: none"> <li>▪ Continue to maintain strong community links. Parents to be surveyed</li> <li>▪ Encourage parents to be to be active contributors to student council and fundraising activities and participate more broadly in school activities.</li> <li>▪ Further develop Geelong Bellarine network links for numeracy and literacy professional learning teams</li> <li>▪ Continue to implement processes and protocols for Professional Learning Teams</li> <li>▪ Continue to make maximum use of learning space throughout the school</li> <li>▪ Continue the Implementation of the eLearning Plan to ensure the effective implementation of ICT strategies and resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Report presented to School Council on the level of communication</li> <li>▪ Reports from Parents and Friends Association on the level an increase of support for activities</li> <li>▪ All teachers to attend the Geelong Bellarine Network Professional Learning.</li> <li>▪ Curriculum Committee to report to School Council on the progress of the implementation.</li> <li>▪ Monitor the use of the learning spaces in the school against set targets</li> <li>▪ The successful updating of the Schools ICT Plan <a href="https://edugate.eduweb.vic.gov.au/Services/IT/ITServices/eduSTAR/ICTPlanning/default.aspx">https://edugate.eduweb.vic.gov.au/Services/IT/ITServices/eduSTAR/ICTPlanning/default.aspx</a></li> </ul>
<p>Year 4</p> <p>School Review</p> <ul style="list-style-type: none"> <li>▪ Review and evaluate the effectiveness of the goals and actions against the targets and milestones for the area of 'Productivity'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Publishing of School Self Review and Peer Review Documents</li> <li>▪ Identification for goals in AIP 2019</li> </ul>