

## School Profile

<p>Purpose</p>	<p>At Elwood PS we are committed to the educational, social and emotional development of young people and all members of the school community.</p> <p>Our focus is about the growth of the whole child and all aspects of their learning journey.</p> <p>We value a personalised curriculum that places the child at the centre of learning and teaching.</p> <p>We respect the experiences that the child and their family bring to the classroom.</p> <p>Involving the community in the school, and the positive impact this has on learning, is a major focus.</p>
<p>Values</p>	<p>To implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers, who are creative and have a love of learning.</p> <p>To ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the values of resilience, respect, empathy, integrity and responsibility, and that they develop the lifelong skills to make friends and be happy.</p> <p>For our students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in, and embrace the cultural diversity that makes up modern Australia.</p> <p>To engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle.</p>
<p>Environmental Context</p>	<p>Elwood Primary School is an inner bayside school [located in the City of Port Phillip], established in 1916, with most of our students drawn from nearby areas with the school enforcing a neighbourhood boundary in 2010. The school is in a quiet, residential area close to other facilities such as public transport, beaches and shopping villages. The school forms part of an education precinct, including the Poets Grove Maternal Health, Childcare and Kindergarten Centre, Elwood Primary School and Elwood College.</p> <p>The school population reflects the characteristics of the Elwood community with its diversity of socio – economic and cultural backgrounds. Strength of the school is the value placed on ‘community’. Parents and teachers work in an educational partnership to support each child’s learning journey. Parental involvement in the many aspects of school life is highly valued, including the school markets which provide a strong sense of connectedness, and a major source of school fundraising. Many parents have flexible work arrangements that allow them to contribute during school hours, and in particular, the mix of creative and performing artists in the community supports and enhances the school’s learning and teaching programs.</p> <p>The school has grown from 551 in 2009 to 725 in 2012. The present school population of 725 students makes up 31 grades with a Prep enrolment of 128 this year. Our Prep enrolment has doubled since 2005. In 2013 we expect to increase to at least 760 students. The school is located in four buildings. There has been significant development of the school’s internal and external facilities recently. Classrooms have all been refurbished and all have electronic whiteboards. Information and communication technology is integrated into all learning and teaching programs.</p> <p>The school’s programs reflect our priority focus on the wellbeing of students, and are designed to assist in developing skills for life-long learning. The values which form the basis of the school’s actions are: empathy, resilience, respect, integrity and responsibility.</p>

They include the YCDI Foundations of organisation, persistence, getting along and confidence, all of which promote resilience in students. Programs are based on the belief that students have the ability and the right to learn and we ensure that the environment is friendly, calm and orderly, safe, and responsive to the community's diversity. We celebrate success in all areas of student achievement.

We specifically focus on high quality programs with a clear commitment to student achievement in English and Mathematics as well as all other VELs areas. Professional learning is a key strategy for the school with a literacy & numeracy coaching model in place. The school is focussed on personalising its curriculum, to further meet student needs and abilities. In 2011 we commenced the implementation of the Australian Developmental Curriculum in Grades P-2. The inquiry approach to learning has been adopted in all Grades, and will be further strengthened in the coming years.

The Stephanie Alexander Kitchen Garden Program is conducted with all students in Grades 3 and 4. The aim of the Kitchen Garden Program is pleasurable food education. Students experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links.

Specialist teaching areas include Music and Performing Arts, Visual Arts, Physical Education and Sport, Library, Reading Recovery and Indonesian. An Outside School Hours Care program, operated by Camp Australia, is located on the school site.

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise student learning across all curriculum areas, with a focus on literacy and numeracy.	Using the 2011 data as a benchmark, ensure that 40% of students achieve a 'high relative gain' against NAPLAN matched cohort data in reading and numeracy.  Increase the proportion of Year 3 students achieving at or above band 4 and Year 5 students achieving at or above band 6 in all elements of NAPLAN to be above 90%	To build the capacity of all staff to improve the literacy and numeracy outcomes for all students through an approach that personalises learning with the aim of developing self-directed learners.  Embed distributive leadership, processes and protocols to ensure highly effective and rigorous organisational structures.
Student Engagement and Wellbeing	To improve student engagement and wellbeing.	Improve the percentile rankings of all elements of the student Attitudes to School Survey to be above the third quartile.	Ensure that students develop a positive sense of self worth, confidence and wellbeing through highly engaging learning activities that focus on the school values of resilience, respect, empathy, integrity and responsibility.
Student Pathways and Transitions	To ensure a positive transition experience as students move into, through and out of the school.	The aggregated score for the transitions elements on the parent survey will be at or above 6.00.	Continue to build the capacity of all teachers to practice customised, evidence-based teaching and assessment in their classroom.  Continue to build on and enhance educational pathways for all students in the Elwood Educational Hub/Precinct

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>To build the capacity of all staff to improve the literacy and numeracy outcomes for all students through an approach that personalises learning with the aim of developing self-directed learners.</p> <p>Embed distributive leadership, processes and protocols to ensure highly effective and rigorous organisational structures</p>	Year 1	<p><b>Ensure that numeracy planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Revisit and refine our agreed beliefs about effective learning and teaching in maths</li> <li>▪ Establish a Maths Leaders Team who will be responsible for leading numeracy planning at each Level</li> <li>▪ Build the capacity of Level maths leaders through professional learning and collegiate mentoring and coaching</li> <li>▪ Articulate and document an agreed instructional model for maths teaching across the school ie inquiry</li> <li>▪ Begin to formally articulate and document the school's agreed approach to maths learning and teaching</li> <li>▪ Develop effective formative and summative assessment practices and the tools necessary to identify student learning needs and monitor progress and achievement</li> <li>▪ Build the capacity of teams to collaboratively plan and implement effective units of work in maths – further develop planning protocols and processes</li> <li>▪ Support the learning of teachers and the development of content and pedagogical knowledge through the provision of high level teacher resources such as <i>Teaching Student Centred Mathematics</i>.</li> <li>▪ Build the capacity of Level Maths leaders to lead their teams in differentiating the maths curriculum and personalising the maths learning for all students through ongoing PD</li> <li>▪ Support teachers in the selection of effective learning tasks which align with the instructional model and personalised learning</li> </ul> <p><b>Ensure that Literacy Planning reflects the focus on personalised learning for all students:</b></p>	<ul style="list-style-type: none"> <li>▪ Documented beliefs about maths learning and teaching used to underpin and drive maths development</li> <li>▪ Consistent planning processes and documents used within, and across, teaching teams</li> <li>▪ Maths planning completed in timely manner</li> <li>▪ Maths planning implemented consistently and effectively across all classrooms</li> <li>▪ Assessment tools used consistently and effectively to identify learning needs, inform planning and monitor student progress</li> <li>▪ Improved levels of teacher engagement and confidence in maths planning and teaching</li> <li>▪ Improved levels of student engagement and achievement in maths</li> <li>▪ Improved level of Maths Leader skill and confidence in leading maths planning and instruction within their teams</li> <li>▪ Improved collaboration between Maths Leaders to enhance consistency across the school</li> <li>▪ Improved learning outcomes in maths</li> </ul>

- Strengthen Literacy Development across P-6 with continued focus on whole-school approaches to Reading and Writing
- Establish Literacy Team responsible for leading the literacy planning in each level
- Investigate and develop a consistent, data and evidence-based, whole-school approach to the teaching of spelling
- Invest in the development of classroom literacy resources, including classroom libraries, Independent Reading strategies
- Continue working with school-based coach and key literacy coordinators and staff to continually improve teaching and learning in all areas of literacy with spelling and speaking and listening as a high priority
- Establish Literacy Intervention support for identified students in Grades 2 and 3
- Consolidate Literacy Support programs for identified “at risk” students in Grades 3 to 6 through literacy interventions such as Fountas and Pinell Literacy Intervention
- Continue to build capacity in SSS to implement literacy intervention programs and ensure teaching staff are aware of the potential for use of aspects of the program in their classroom literacy programs
- Continue to develop effective formative and summative assessment practices and tools such as EOI, On Demand, NAPLAN, Torch, PROBE and PAT to identify students’ needs, monitor progress and achievement and drive further learning and teaching
- Ensure instructional models are in alignment with the school’s agreed approaches to personalised learning

**Leadership:**

- Build the capacity and effectiveness of the leadership team and PLTs to lead and embed school culture in terms of purpose, structure, visibility, protocols, communication and accountability.
- Further develop leadership capacity and team effectiveness across the school.
- Improve the coordination of work and communication between the various staff groups and develop accountability practices to ensure that the school’s high expectations and

- Development of responsive and engaging teaching methodologies in all areas of Literacy with a focus on Spelling and Speaking and Listening
- Improved and agreed focus on rich learning tasks which engage and extend learners and personalise learning
- Improvement in data across the school with focus on Spelling, Speaking and Listening with student and staff confidence in these areas increased
- Teacher confidence in selecting, planning and implementing whole school approaches to all areas of Literacy are evident
- Common language and approaches to Literacy planning amongst staff will be evident
- Planning for spelling will reflect common approaches
- Clearer and consistent documentation via the use of planning templates that include pedagogy, organisation and assessment and evaluation procedures
  
- Leadership team conference completed with George Otero
- Leadership team PD implemented
- Track agreed strategies in each level team

		<p>agreed plans are met.</p>	
	<p>Year 2</p>	<p><b>Ensure that numeracy planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Consistently use, and continue to refine, the agreed school beliefs about effective learning and teaching in maths to underpin decisions made in relation to panning and curriculum development.</li> <li>▪ Continue to build the capacity of Level maths leaders through professional learning and collegiate mentoring and coaching</li> <li>▪ Ensure that the agreed instructional model for maths teaching across the school ie inquiry is being implemented consistently within and across teaching Levels.</li> <li>▪ Continue to formally articulate and document the school's agreed approach to maths learning and teaching, including the development of school-wide scope and sequence documents and agreement around the 'big ideas and concepts'</li> <li>▪ Further develop effective formative and summative assessment practices and the tools necessary to identify student learning needs and monitor progress and</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Documented scope and sequence documents, including a focus on key mathematical concepts and ideas</li> <li>▪ Planning to include rubrics, success criteria and learning goals</li> <li>▪ Increased access to teacher resources and effective use of these to support planning and develop teacher knowledge and skill</li> </ul>

achievement, including a focus on developing rubrics, success criteria and achievement goals.

- Continue to build the capacity of teams to collaboratively plan and implement effective units of work in maths – further develop planning protocols and processes
- Continue to provide teachers with the resources they need to build their own knowledge and skills
- Continue to build the capacity of Level Maths leaders to lead their teams in differentiating the maths curriculum and personalising the maths learning for all students through ongoing PD
- Focus teacher attention on the selection of effective learning tasks which align with the instructional model and personalised learning – continue to build teacher resources.

***Ensure that Literacy Planning reflects the focus on personalised learning for all students:***

- Implement and refine a consistent, data and evidence-based, whole-school approach to the teaching of spelling
- Sustain working with school-based coach and key literacy coordinators and staff to continually improve teaching and learning in all areas of literacy
- Continue to design and implement an effective Literacy Action Plan to guide school-wide literacy improvement
- Establish Literacy Team responsible for leading the literacy planning in each level

**Leadership:**

- Continue to build the capacity and effectiveness of the leadership team through Targeted PD opportunities
- Further develop PLTs to lead and embed school culture in terms of purpose, structure, visibility, protocols, communication and accountability
- Embed the coordination of work and communication between the various staff groups and develop accountability practices to ensure that the school's high expectations and agreed plans are met.

As above and:

- Consistent approach to the teaching of spelling within and between year levels
- Continue working in Learning Teams around learning Intentions and success criteria, monitoring student achievement in Literacy with continued focus on Speaking and Listening
- Curriculum delivery will be consistent with documented beliefs about Literacy teaching and learning
- All leaders taking part in focussed leadership development

	Year 3	<p><b>Ensure that numeracy planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Fully implement an inquiry approach to maths learning and teaching across the school.</li> <li>▪ Fully articulate and document the school's approach to maths learning and teaching, including further development of the scope and sequence documents.</li> <li>▪ Further build the capacity of Level maths leaders through professional learning and collegiate mentoring and coaching</li> <li>▪ Articulate and document an agreed instructional model for maths teaching across the school ie inquiry</li> <li>▪ Enhance assessment practices to include a focus on developing students' ability to monitor their own progress and identify their own learning goals based on success criteria and ongoing self-reflection practices.</li> <li>▪ Continue to build the capacity of teams to collaboratively plan and implement effective units of work in maths – further develop planning protocols and processes</li> <li>▪ Continue to provide teachers with the resources they need to build their own knowledge and skills</li> <li>▪ Continue to build the capacity of Level Maths leaders to lead their teams in differentiating the maths curriculum and personalising the maths learning for all students through ongoing PD</li> <li>▪ Continue to focus teacher attention on the selection of effective learning tasks which align with the instructional model and personalised learning – continue to build teacher resources.</li> </ul> <p><b>Ensure that Literacy Planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Full implementation and refinement of a consistent, data and evidence-based, whole-school approach to the teaching of spelling</li> <li>▪ Continue working with school-based coach and key literacy coordinators and staff to continually improve teaching and learning in all areas of literacy</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Documented and detailed description of EPS approach to Maths learning and teaching</li> <li>▪ Highly effective planning processes and detailed planning documents, fully and successfully implemented within and across teaching teams</li> <li>▪ Students rigorously monitor their own progress and clearly articulate their own learning goals and achievement strategies</li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>• Documented and detailed description of EPS approach to Literacy learning and teaching</li> <li>• Evidence of improvement and upward trend of spelling results in</li> </ul>
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	Year 4	<p><b>Ensure that numeracy planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Fully implement an inquiry approach to maths learning and teaching across the school.</li> <li>▪ Fully document the school's agreed approach to maths learning and teaching which outlines shared beliefs, agreed instructional models, effective assessment practices and a school-wide scope and sequence schedule</li> <li>▪ Ensure that maths planning is being effectively and consistently implemented within all classrooms through team planning, ongoing coaching and mentoring.</li> </ul> <p><b>Ensure that Literacy Planning reflects the focus on personalised learning for all students:</b></p> <ul style="list-style-type: none"> <li>▪ Establish Literacy Team responsible for leading the literacy planning in each level</li> <li>▪ Evaluate and refine whole-school approach to the teaching of spelling</li> <li>▪ Monitor, evaluate and refine Literacy Intervention support for identified students in Grades 2 to 6 with the use of Fountas and Pinell Literacy Intervention Program</li> <li>▪ Evaluate and redefine the work with school-based coach and</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Fully documented and implemented whole-school approach to maths learning and teaching</li> <li>▪ Improved student learning outcomes in maths</li> <li>▪ High level of teacher knowledge, skills and confidence in teaching maths</li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Fully documented and implemented whole-school approach to Literacy learning and teaching</li> <li>▪ Improved student learning outcomes in literacy</li> </ul>

		<p>key literacy coordinators and staff to monitor the improvement of teaching and learning in all areas of literacy with spelling and speaking and listening as a high priority</p> <p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>▪ Continue Developing Strategic leadership structures across the school to enable effectiveness uniform curriculum delivery</li> <li>▪ Continue to provide significant leadership opportunities for emerging leaders within the school</li> </ul>	
<p>Ensure that students develop a positive sense of self-worth, confidence and wellbeing through highly engaging learning activities that focus on the school values of resilience, respect, empathy, integrity and responsibility.</p>	<p>Year 1</p>	<p>Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child.</p> <p>Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs.</p> <p><b>Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child:</b></p> <ul style="list-style-type: none"> <li>• Continue to support staff in Literacy and Numeracy Planning that reflects the focus on personalised learning for all students. (See Student Learning Key Improvement Strategies)</li> <li>• Continue to build upon staff capacity through Professional Learning opportunities, mentoring and coaching models, learning walks and collegiate discussion</li> </ul> <p><b>Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs:</b></p> <ul style="list-style-type: none"> <li>• Familiarise staff with New Arrivals Protocols and Assessment profiles, sharing of data and information with ESL units, particularly DEECD SMR New Arrivals Outreach Officers</li> <li>• Continue to build on the development of online resources and accessing outside expertise to assist classroom teachers in supporting identified students such as VELS EAL companion and OzChild Health Services</li> <li>• Maintain regular Welfare Meeting structure to continue to support classroom teachers in addressing the needs of</li> </ul>	<ul style="list-style-type: none"> <li>• Fully documented and implemented whole-school approach to Literacy and Numeracy learning and teaching</li> <li>• Improved student learning outcomes (See Student Learning)</li> <li>• Staff access Professional Learning opportunities linked to Strategic Plan</li> </ul> <ul style="list-style-type: none"> <li>• Staff demonstrate a greater awareness of at-risk students and strategies and resources available to work with, to maintain engagement of these students</li> <li>• Consistent monitoring of at risk students and families through documentation</li> <li>• Further development and implementation of Individual Learning Plans for students who are performing above and below</li> </ul>

		<p>identified students with continued focus on ILPs</p> <ul style="list-style-type: none"> <li>• Maintain spread sheets and information collation related to “at risk” students and family through regular Welfare Meetings, SSGs and Parent Teacher Conferences</li> </ul> <p><b>Reflect on and develop a school culture which holds student wellbeing and engagement at its core:</b></p> <ul style="list-style-type: none"> <li>▪ Develop a school wide understanding of effective classroom climate and the characteristics necessary to ensure high levels of student wellbeing and engagement</li> <li>▪ Develop reflection tools to support teachers in developing their positive classroom climate</li> <li>▪ Reflect on and further enhance the whole school approach to the development of positive attitudes and behaviour, with a focus on articulating a consistent approach to behaviour management which reflects the schools values</li> <li>▪ Further develop a school wide approach to student goal setting and a shared responsibility for monitoring progress and measuring achievement</li> </ul> <p>Together with the suggestions outlined for student learning, further promote Student Voice forums that provide input to leadership and student perspectives on school operation.</p> <p>Continue to monitor student absences and initiate community education programs to reinforce the links between regular attendance and improved student learning.</p>	<p>the expected level</p> <ul style="list-style-type: none"> <li>• documented description of the elements of effective classroom climate</li> <li>• documented reflection tool developed and used to monitor and improve classroom climate</li> <li>• articulation of whole-school approach to the improvement of student wellbeing and behaviour management</li> <li>• consistent and persistent implementation of agreed approach to behaviour management</li> </ul>
	Year 2	<p><b>Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child:</b></p> <ul style="list-style-type: none"> <li>• Continue to support staff in Literacy and Numeracy Planning that reflects the focus on personalised learning for all students. (See Student Learning Key Improvement Strategies)</li> <li>• Monitor and review intervention support for identified students in Grades 2 to 6, continuing to provide professional</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Continue working in Learning Teams around learning Intentions and success criteria</li> </ul>

development for all staff to fully implement intervention programs, strategies and tools

**Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs:**

- Provide professional learning opportunities for teachers in identified areas such as Auditory Processing difficulties, Dyslexia, Mental Health issues and Autism
- Ensure staff are familiar with New Arrivals Protocols and Assessment profiles and are working with DEECD SMR New Arrivals Outreach Officers
- Online resources are made available and accessible to all staff via the Staff Share and access to outside expertise is being used
- Welfare Meeting structure continues to support classroom teachers in addressing the needs of identified students with continued focus on ILPs
- Spread sheets and information collation continues

**Reflect on and develop a school culture which holds student wellbeing and engagement at its core:**

- Articulate and document a school wide beliefs and practices about the development of an effective classroom climate and the characteristics necessary to ensure high levels of student wellbeing and engagement
- Publish these beliefs and practices and share with parents and the community
- Refine the use of reflection tools to support teachers in developing their positive classroom climate
- Reflect on and further enhance the whole school approach to the development of positive attitudes and behaviour, with a focus on articulating a consistent approach to behaviour

- Regular welfare meetings have been held to support students
- ILPs identifying goals to support individual student's learning are established each term, monitored and reassessed per term
- All avenues are explored to ensure the highest level of support for all children and their families

All staff are aware of Welfare and Wellbeing procedures and support services that can be used to support children in their class

- Parent flyer developed and included in enrolment packs
- Reflection tools used bi-annually by teachers to monitor and develop the effectiveness of their classroom climate
- Documented agreement re whole school approach to the development of a positive school culture, including agreed behaviour management practices
- Improved Student Attitude to School, Parent Satisfaction and Staff Opinion data in relation to student engagement and behaviour
- Learning Hub actions implemented

		<p>management which reflects the schools values</p> <ul style="list-style-type: none"> <li>▪ Further develop a school wide approach to student goal setting and a shared responsibility for monitoring progress and measuring achievement</li> </ul> <p>Further develop links between Elwood College and Elwood PS  Further embed student voice in classroom through a personalised curriculum  Review grade 6 leadership program for its impact on school decision making processes  Analyse absence data and address any trends through identified its not ok to be away strategies</p>	<ul style="list-style-type: none"> <li>▪ A focussed grade 6 leadership program embedded</li> <li>▪ A declining absence trend established</li> </ul>
	Year 3	<p><b>Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child:</b></p> <ul style="list-style-type: none"> <li>• Continue to support staff in Literacy and Numeracy Planning that reflects the focus on personalised learning for all students (see Student Learning Key Improvement Strategies) and ensure new staff are introduced and supported through their understanding and development of personalised learning</li> <li>• Monitor the effectiveness of Intervention Programs across the school and review and refine intervention support for identified students in Grades 2 to 6</li> </ul> <p><b>Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs:</b></p> <ul style="list-style-type: none"> <li>• Further explore relationships with outside agencies such as Ardoch Youth Foundation and OzChild, to continue to support our families and staff</li> <li>• Ensure new staff are familiar with New Arrivals Protocols and Assessment profiles and that all staff are working with DEECD SMR New Arrivals Outreach Officers</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Successful implementation of Intervention Program, all staff aware of and using key strategies and approaches to support all students in their classrooms</li> <li>• Increased staff capacity to deliver Intervention Program including new staff and SSS</li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>• Continued relationship with DEECD SMR New Arrivals Outreach Officers, OzChild and other service providers</li> <li>• Successful use of resources including ESL online resources and</li> </ul>

		<ul style="list-style-type: none"> <li>• Online resources are available and being used across the school P-6</li> <li>• Welfare Meeting structure continues to support classroom teachers in addressing the needs of identified students with continued focus on ILPs</li> </ul> <p><b>Reflect on and develop a school culture which holds student wellbeing and engagement at its core:</b></p> <ul style="list-style-type: none"> <li>▪ Review and refine school-wide beliefs and practices</li> <li>▪ Analyse student data to monitor and measure effectiveness</li> <li>▪ Further develop agreed beliefs and practices through professional learning</li> </ul> <p>Maintain links between student councils and joint projects</p> <p>Develop student led forums across the school around key issues</p> <ul style="list-style-type: none"> <li>▪ Analyse absence data and address any trends through identified it's not ok to be away strategies</li> </ul>	<p>DEECD website</p>
	<p>Year 4</p>	<p><b>Ensure that all teaching and learning approaches have rigour and challenge at an appropriate level for each child:</b></p> <ul style="list-style-type: none"> <li>• Review and Refine Literacy and Numeracy Planning and continue to support new staff in their professional development and personalising learning journey</li> <li>• Review and refine Intervention Programs across the school such as Fountas and Pinell Literacy Intervention Kit (See Student Learning)</li> </ul> <p><b>Review and further develop the effectiveness of all intervention programs, especially any ESL and welfare-focussed programs:</b></p> <ul style="list-style-type: none"> <li>• Monitor the impact of relationships with outside agencies such as Ardoch Youth Foundation and OzChild and further</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Identified students at risk are supported with targeted intervention programs</li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>• Welfare Team successfully continues to work with and support</li> </ul>

		<p>develop networking of such agencies</p> <ul style="list-style-type: none"> <li>• Review and refine resources that are available and being used across the school P-6, research and develop up to date resources</li> <li>• Review and refine Welfare Meeting structure and practices</li> </ul> <p><b>Reflect on and develop a school culture which holds student wellbeing and engagement at its core:</b></p> <ul style="list-style-type: none"> <li>▪ Review and refine school-wide beliefs and practices</li> <li>▪ Analyse student data to monitor and measure effectiveness</li> <li>▪ Further develop agreed beliefs and practices through professional learning</li> </ul> <p>Further develop and review each action completed in years 1, 2 &amp; 3 around student voice.</p> <ul style="list-style-type: none"> <li>▪ Analyse absence data and address any trends through identified it's not ok to be away strategies</li> </ul>	<p>students and families with welfare needs as well as coordinating and facilitating related programs</p>
<p>Continue to build the capacity of all teachers to practice customised, evidence-based teaching and assessment in their classroom.</p> <p>Continue to build on and enhance educational pathways for all students in the Elwood Educational</p>	<p>Year 1</p>	<p><b>Continue to refine the system of tracking the progress of every student as they move through the school P-6 to be highly efficient, manageable and accessible to all:</b></p> <ul style="list-style-type: none"> <li>• Ensure consistent use of the Assessment schedule and record keeping using the Record of Student Achievement documents</li> <li>• Make provision for effective end-of-year hand-over meetings to ensure that teachers are well informed of the needs and circumstances of their students</li> <li>• Investigate electronic data systems for tracking such as SPA to enhance current practices</li> </ul> <p><b>Develop a strategy that ensures smooth transition from Pre-school, for students arriving during the year, between year</b></p>	<ul style="list-style-type: none"> <li>• Monitor and review use of Assessment Schedule in benchmarking Term 1 and 4</li> <li>• Use of Student Achievement Records to document and track student progress successfully shared with colleagues</li> <li>• Formation of Committee of interested staff to investigate electronic data system</li> </ul>

Hub/Precinct		<p><b>levels and into secondary school:</b></p> <ul style="list-style-type: none"> <li>• Develop cross-level transition processes such as transition between grade levels in term 4</li> <li>• Participate in EC transition events to enhance Year 6 – 7 transition out of EPS</li> <li>• Invite exited Year 6 students back to an annual transition review meeting to track transition successes and identify areas for improvement</li> <li>• Investigate further opportunities to collaborate with EC staff and students and make use of EC facilities to enhance the learning of EPS students</li> </ul> <p>Continue to strengthen relationships between stakeholders to ensure the implementation of the goals of the Elwood Educational Hub/Precinct.</p>	<ul style="list-style-type: none"> <li>• Transition processes and programs across school trialled and documented</li> <li>• Continue current transition programs such as Ready Set Go and Transition Day</li> </ul>
	Year 2	<p><b>Continue to refine the system of tracking the progress of every student as they move through the school P-6 to be highly efficient, manageable and accessible to all:</b></p> <ul style="list-style-type: none"> <li>• Ensure consistent use of the Assessment schedule and record keeping using the Record of Student Achievement documents</li> <li>• Make provision for effective end-of-year hand-over meetings to ensure that teachers are well informed of the needs and circumstances of their students</li> <li>• Investigate electronic data systems for tracking such as SPA to enhance current practices</li> </ul> <p><b>Refine a strategy that ensures smooth transition from Pre-school, for students arriving during the year, between year levels and into secondary school:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop cross-level transition processes such transition between grade levels in term 4</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Electronic data system investigated by team and decision on trialling of system to be used</li> </ul> <ul style="list-style-type: none"> <li>• Successful Yr6 to 7 Transition</li> </ul>



		<ul style="list-style-type: none"> <li>• Participate in EC transition events to enhance Year 6 – 7 transition out of EPS</li> <li>• Invite exited Year 6 students back to an annual transition review meeting to track transition successes and identify areas for improvement</li> <li>• Investigate further opportunities to collaborate with EC staff and students and make use of EC facilities to enhance the learning of EPS students</li> </ul> <p>Develop a strategy that ensures smooth transition from Pre-school, for students arriving during the year, between year levels and into secondary school.</p> <p>Continue to strengthen relationships between stakeholders to ensure the implementation of the goals of the Elwood Educational Hub/Precinct.</p>	<p>Program implemented and accessed by students</p> <ul style="list-style-type: none"> <li>• Exited Yr6 students assisting in the collation of data regarding success of transition</li> <li>• Areas of improvement around Yr6 to 7 Transition identified</li> </ul> <ul style="list-style-type: none"> <li>• Investigate “within” school transitions</li> <li>• Continue HUB planning and committee, working on communication and high profile of HUB</li> </ul>
	Year 3	<p>Further develop communication between professionals at each setting</p> <p>Further develop the Hub parent education sessions</p> <p>Continue to develop student and adult mentoring programs across settings</p> <p>Harness opportunities for joint events</p>	<ul style="list-style-type: none"> <li>• Successful Parent Education sessions held across the three settings and well attended</li> <li>• Continued planning of HUB initiatives linked to the Action Plan</li> </ul>
	Year 4	<p>Review assessment and students tracking systems</p> <p>Review transition processes</p> <p>Work on developing shared pedagogy between settings</p> <p>Continue to embed shared time for coordinators of each Hub setting</p> <p>Harness the potential for middle years education at Elwood PS and Elwood College</p>	<ul style="list-style-type: none"> <li>• Review and refine tracking systems</li> <li>• Review, refine and evaluate transition programs and initiatives</li> <li>• Continue to monitor and develop HUB Action Plan with consultation across the three settings</li> </ul>

