State Government Victoria

Department of Education and Early Childhood Development

School Strategic Plan for Karoo Primary School Eastern Metropolitan region 2013-2016

Endorsement by School Principal	Signed..... *J.B. Harding* ...... (Principal's signature) Name.... Irene Harding ...... Date......... 17/12/12 .
Endorsement by School Council	Signed.... *Rnaross* .... (School Council President's signature) Name.... LISA ROSS ...... Date.... 17/12/12
Endorsement by Regional Director or nominee	Signed................................. (Regional Director or nominee's signature) Name.................................

School Profile

Purpose	To build quality teacher practice through developing a consistent and coherent approach that ensures the curriculum is differentiated to engage, support and challenge students to achieve their full potential.
Values	Individuals are encouraged to display integrity through demonstrating: • Responsibility – being accountable for their actions and words. • Respect – having regard for themselves and others. • Honesty and Fairness – being honest and fair and displaying truth and sincerity. • Excellence – performing at their best; recognising and celebrating individual and collective achievements. • Tolerance and Understanding – treating others with consideration and regard.
Environmental Context	Karoo Primary School is located in Rowville, one of Melbourne's outer south eastern suburbs. The school opened in 1992 to accommodate the children of young families who moved to the new suburb. The school is in the local government area of Knox and is part of the Knox network of schools. For the past six years it has been part of the Rowville cluster of schools for professional development activities. These included a focus on mathematics, communication between schools, instructional rounds, teacher practice involving questioning techniques and learning intentions. The school cites engaging all students and facilitating the potential of each child as their prime commitment and takes pride in providing a positive environment that encourages students to strive for improvement and excellence. Information technology is used to enhance learning and teaching and promote student engagement. Interactive whiteboards are in all classrooms and a range of networked computers and notebooks support student learning. Students are generally drawn from the local area. During the past five years there has been a gradual decline in enrolments from 694 students to the current enrolment of 594. This pattern is evident across other Rowville schools. The school generally draws from

two local preschools and the local childcare facilities and the majority of year 6 students transfer to Rowville Secondary College with others going to Wheelers Hill and Brentwood Secondary Colleges, and some independent schools.

Over the period of the review there have been changes to the school environment to allow more flexible teaching spaces. A new classroom facility was built and moved into in 2011. This was financed through the Building the Education Revolution, a Federal Government initiative.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve outcomes in literacy and numeracy with a particular focus in the dimension of speaking and listening.	**VELS** Teacher Judgments: **Increase** the percentage of students above the expected VELS level P-6 and decrease the number of students below the minimum national benchmark. **NALPLAN** - **Reduce** the percentage of students deemed capable achieving at or below the national minimum standard (NMS ie. Bands 1, 2 and 3) and i**ncrease Year 3-** NAPLAN achievement at **bands 5 and 6 and Year 5** NAPLAN achievement at **Bands 7 and 8.** **Survey Data:** • **Attitude to Schools Data:** Teaching and Learning Data: Stimulating Learning-4.17 to 4.5 by 2016 and Learning Confidence-4.22 to 4.55 in 2016 • **Staff Opinion Survey:** Teaching and Learning Data: Student Motivation 76.9 to 80 and 83.3 and 85 • **Parent Opinion Survey:** Student Motivation 5.78 to 5.95 in 2016 and Stimulating Learning 5.78 to 5.95 in 2016	1. Build quality teacher practice through strong instructional leadership, collaborative teamwork and shared professional learning. 2. Implement a whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students, utilising student voice in curriculum planning.
Student Engagement and Wellbeing	Strengthen student wellbeing and improve student engagement in learning.	**Student Attitudes to School** By 2016 the following combined Year 5 and	1. Enhance the school's wellbeing program by building a strong school focus on values education and by promoting high expectations

		6 means to improve: -Student safety (2012 – 4.39 to 2016- 4.8) -Classroom behaviour (2012 – 2.76 to 2016-3.5) -Stimulating learning (2012-4.42 to 2016 - 4.8) -Learning confidence (2012-4.27 to 4.8) **Staff Opinion Survey Data-** - Student Behaviour Management (2012 – 3.8 to 2016- 4.3) -Student Behaviour-Classroom (2012 – 3.7 to 2016- 4.3) **Parent Opinion Survey Data** -Student Safety (2012 – 5.18 to 2016-6.0) -Student Classroom Behaviour (2012 – 4.48 to 2016-5.5)	for student behaviour. 2. Facilitate a strong student voice in decision making and promoting high expectations for student behaviour.
Student Pathways and Transitions	Improve transition processes and learning pathways for all students from Prep to Year 6.	**Parent Opinion Survey** By 2016, the mean for the transition variable on the parent opinion survey to be 5.95 or greater by 2016. -Transition- (2012– 5.7 to 5.95 in 2016)	Strengthen cross school consistency by developing and documenting whole school processes and protocols for key transition points.

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)
1. Build quality teacher practice through strong instructional leadership, collaborative teamwork and shared professional learning. 2. Implement a whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students, utilising student voice in curriculum planning.	Year 1 2013	**Leadership:** -Redefine the leadership structures, roles and meeting schedules including leaders for P-2 unit and 3-4 and 5-6 unit. - Create an annual school planner with key events colour coded to ensure effective whole school operation. - Ensure regular opportunities for moderation and cross team planning as well as year level planning. -Initiate a new structure based on Level Leaders and leaders for Student Learning and Teacher Development; The Arts and Performing Arts; School Wellbeing and Engagement; Transitions and Pathways and Environment. -Develop protocols for team meetings and creating an environment that values professional diversity. **High Expectations** -Define and publish high expectations for student learning in behavioural terms for: - quality work (Use these as models and in conferencing),	**Leadership:** ▪ Leadership structure altered to reflect Review Report. ▪ Meeting schedule reflects new leadership structure and facilitates efficiency. ▪ Annual school planner with events colour coded shows more even spread across the Domains. ▪ Protocols written by each team have allowed for more effective team work to occur. **High Expectations** ▪ Presentation of work, and homework expectations published. ▪ Use of quality work models for conferencing and explicit teaching. ▪ All students setting goals by the end of the year.

- presentation and completion of work,

- respecting the right for all to learn,

- setting goals and learning challenges for all students,

- homework expectations.

Curriculum Development

-Continue to review current school practice in teaching spelling. Develop a model of teaching spelling within a balanced literacy program, including explicit teaching strategies.

-Review teaching, learning and assessment of speaking and listening. Develop and document a whole school approach to teaching and assessment in this dimension eg. McClusker.

-Build teacher professional knowledge of AusVELS content in English, Mathematics, Science and History.

-Continue to develop learning continuum (Reading Essentials) for reading.

-Develop learning continuum for oral language.

-Develop an awareness of effective selection, diagnosis and interpretation of testing, (eg On-demand).

-Develop an awareness of the ways to identify the variables which impact upon student learning and development.

Curriculum Development

- Explicit teaching strategies for spelling documented and taught within a balanced literacy program.

- Whole school approach to teaching and assessment in oral language beginning to occur in each classroom.

- Common language is being used to discuss Reading and Oral Language.

- A flow of reading strategies is occurring across the school P-6.

- Planning documents reflect use of AusVELS.

- Measurement of students' growth in the particular area of intervention shows effectiveness of program.

- ILPs match the area of need that is identified.

- Teachers have met with support staff or have received and given written feedback at least twice a term.

- Work programs document the teacher support given to students who attend intervention.

- Learning intentions are displayed to students for each lesson and teachers are starting to use questioning to differentiate and stimulate learning.

-Audit intervention programs and review allocations of resources – make sure classroom teachers have regular communication with staff carrying out intervention programs.

- Ensure that staff has a sound knowledge of the intervention programs and ensure regular communication relating to intervention progress and ongoing support to be provided in the classroom.

-Explore the effectiveness of providing intervention programs within the classroom to facilitate connectedness and support.

-Further develop the use of Learning Intentions and differentiation supported by professional learning with Vic Zbar.

Use of Data

-Within teams, use data to plan differentiated tasks to allow teaching to each student's point of need, ensure regular scrutiny of data available and facilitate actions that will create correlations between assessment tasks – VELS, NAPLAN, On Demand testing and other school assessments.

- Regular discussion of cross level moderation of student work in all dimensions of literacy and numeracy.

-Develop, document and begin to implement a whole school data plan that includes:

    - assessments to be used across domains,

Use of Data

- Refresher training for SPA data, On-demand selection and improved data.
- Moderation sessions held in teams.
- VELS and NAPLAN data have greater correlation.
- Assessment plan shows assessments and moderation activities for English and Maths as well as the timing of assessment, who is responsible and how the collected data is to be used.
- Each Level's term planner has listed assessment for learning, of learning and as learning.

- when the assessments including moderation activities are to be undertaken,

who is responsible for ensuring these are carried out and how the collected data is to be used, and

-assessment for learning to inform teaching, of learning to inform judgments and as learning for student reflection.

Individual Learning Improvement Plans

- Individual learning plans are in place for students with particular learning needs and exceptional talents as well as for those students who are achieving below expected levels in literacy and numeracy in VELS and NAPLAN.

-Use the Towards Level 1 and ABLES resources when planning for PSD students when appropriate.

-Develop short term plans for students not achieving to their full potential in each class.

Information Communication Technologies

-Continue to explore e learning opportunities including the Ultranet.

-Ensure information communication technologies (ICT) are fully integrated across all areas of the curriculum.

- Develop the use of ICT to personalise/differentiate learning for ALL students.

Individual Learning Improvement Plans

- Individual learning plans for students with specific learning needs and exceptional talents as well as for those students are written.
- Individual Education Plans for PSD students written with appropriate goals.

Information Communication Technologies

- Ultranet used for homework, learning tasks and school information.
- Term planners document skills and programs.
- Teacher work programs show what ICT has been used to cater for students' learning needs and this is reflected in the classroom.
- Staff skilled in ways to use ICT to improve student learning.

		-Build teacher skills in ICT use and provide annual updates of hardware and software resources.	
	Year 2 2014	**Leadership** -Review and alter the leadership structures, roles and meeting schedules to reflect recommendations from annual review. - Add to the annual school planner as required - Ensure regular opportunities for moderation and team planning across levels as well as year level planning. -Teams review the protocols for their team and alter as required. -Create paired peer mentoring, coaching and feedback in Level Teams.	**Leadership** ▪ Leadership structure, roles and meeting schedules responsive to feedback. ▪ Moderated items used for planning future programs. ▪ Teams working as effective learning teams within the protocols. ▪ Changes in teaching practice observed during peer mentoring/coaching..
		High Expectations -Define and document high expectations for teacher practice. -Revisit role statements and expectations for curriculum planning and professional learning. -Allow opportunities and resources for staff to be involved in team based action research. Areas for focus could include coaching – peer observations and reflective practice and the further development of an explicit teaching model eg. Zbar model. - Develop and publish high expectations for	**High Expectations** ▪ Published expectations for teacher practice and greater professional practice occurring. ▪ Curriculum and operational roles within the school are more effectively fulfilled by nominated staff. ▪ Action Research teams outcomes documentation and changes in the area of interest are observed. ▪ More consistent presentation of work across the Levels. ▪ Number of quality work examples gathered has increased since the start of the year and they are used.

		student learning in behavioural terms.	
		–continue developing quality work examples.	
		Curriculum Development	**Curriculum Development**
		-Build a bank of authentic speaking and listening strategies, activities and assessments that can be used Prep-6.	▪ Speaking and listening strategies, activities and assessments documented and being used in classrooms.
		-Further develop teacher ability to identify the variables which impact upon student learning and development.	▪ Improvement in the matching of teaching strategies to the actual variable that is affecting learning.
		-Facilitate effective selection, diagnosis and interpretation of testing, utilising a range of resources including DEECD Learning Diversity , Literacy and Numeracy links	▪ More effective selection, diagnosis and interpretation of testing occurring. ▪ Greater range of assessment used and teaching strategies more accurately target the area in need of improvement.
		http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/default.aspx	▪ Classroom practice shows an increase in the use of strategies that assist personalised learning/ differentiation.
		http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/reading/Pages/asst5to8.aspx (Assessing reading development) http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/assessment/Pages/mathsassess.aspx (assessment for Mathematics P-6).	▪ Common language is being used to discuss Writing and Number development. ▪ A flow of writing strategies is occurring across the school P-6.
		-Continue to develop learning continuums for number including place value and review the writing continuum (Writing Essentials).	▪ Mathematics teaching demonstrates a greater understanding of the development of number and the types of activities that assist this development.
		-Build teacher professional knowledge of AusVELS content in new domains published.	
		-Begin to build a repertoire of teaching strategies	

that support more personalised/differentiated learning.

Use of Data

-Continue to use data to plan differentiated tasks to allow teaching to each student's point of need, ensure regular scrutiny of data available and facilitate actions that will create correlations between assessment tasks – VELS, NAPLAN, On Demand testing and other school assessments.

-Implement a whole school data plan.

- Continue to provide regular opportunities for cross level moderation including referring to samples from VELS/AusVELS.

-Provide Professional Development sessions that allows exploration of the different types/tasks that could be used for assessment.

Individual Learning Improvement Plans

-Make sure individual learning plans are in place for:

   students with particular learning needs and exceptional talents.

   -students who are achieving below expected levels in literacy and numeracy in VELS and NAPLAN and are not achieving to their potential are targeting the correct skills to improve learning.

-Use the Towards Level 1 and ABLES resources when planning for PSD students when

Use of Data

- Teacher records have continuous assessments records for each student with classroom program and practice reflecting the results.
- Moderation samples increased and used to assist reporting.
- Broader range of assessment tasks given in class.

Individual Learning Improvement Plans

- Individual learning plans are in place for students at either end of the spectrum and they target the correct skills to improve learning.
- PSD students all have appropriate Individual Education Plans.

		appropriate.	
		Information Communication Technologies -Continue to explore e learning opportunities including the Ultranet. - Ensure use of ICT to personalise/differentiate learning for ALL students. -Teacher skills in ICT use continued to be developed to ensure teacher and student learning needs are met. -E learning plan is developed across the school that stipulates software resources and outcomes.	**Information Communication Technologies** ▪ Skills taught at each year level are consistent. ▪ Work programs and classroom practice reflects use of a wide range of ICT to cater for personalised/differentiated learning.
	Year 3 2015	**Leadership** -Investigate leadership coaching and professional learning opportunities for the leadership team, e.g. through the Bastow Institute or another provider. **High expectations** All teachers to undertake action research, monitor student results and document actions and results in the individual's Performance Plan. **Curriculum Development** -Build teacher professional knowledge of AusVELS content in new domains published.	**Leadership** ▪ Some leadership members participated in coaching &/or professional learning opportunities and demonstrate greater leadership skills. **High expectations** ▪ Documented action research -All teachers have records of student results and teaching strategies that have assisted in increasing expectations. ▪ School mean has increased in Reading and Number. **Curriculum Development** ▪ Level planners reflect AusVELS skills, processes and content.

		- Evaluate learning continuums and spelling procedures against the effectiveness on teaching and learning. - Develop programs/continuums that embed new curriculum. - Document strategies to be used to personalise/differentiate student learning across the curriculum. **Use of data** - Track cohort data and reflect on the accuracy of the assessment schedule and the effect of its implementation on cohort growth. **Individual Learning Improvement Plans** - Review the template used for Individual Learning Improvement Plan. **Information Communication Technologies** - Continue to enhance the use of ICT to differentiate learning for ALL students. - elearning Plan in use across the school.	▪ Data shows improvement in spelling, reading, writing and numeracy over last 3years. ▪ Work programs and classroom programs show an increase in the effective strategies used to personalise/differentiate curriculum in English, Mathematics and Inquiry learning. **Use of data** ▪ Staff analysis of cohort data documented and alterations to assessment schedule made. **Individual Learning Improvement Plans** ▪ Individual Learning template altered according to recommendations from reviewing it. **Information Communication Technologies** ▪ Term planners show the sequential acquisition of skills in ICT. ▪ Students demonstrating a higher and wider range of ICT skills.
	Year 4 2016	**High expectations** - All teachers continue to undertake action research, monitor student results and document actions and results in the individual's Performance Plan. -Review the effectiveness on learning of the action research as documented in the individual's	**High expectations** ▪ Performance Plans show action research and the effects on teaching and learning. ▪ Data on students' performance over the last 3 years in the area of action research analysed.

		Performance Plan.	
		Curriculum Development	**Curriculum Development**
		-Evaluate new programs that have been affected by new curriculum development. -Continue to explore ways to personalise/differentiate curriculum.	▪ An increase in the effective strategies used to personalise/differentiate curriculum in English, Mathematics and Inquiry learning. ▪ New strategies to assist personalising/differentiating curriculum are being used.
1. Enhance the school's wellbeing program by building a strong school focus on values education and by promoting high expectations for student behaviour. 2. Facilitate a strong student voice in decision making and promoting high expectations for student behaviour.	Year 1 2013	**School Purpose and Values** -Work with the school community to develop a school purpose statement. -Develop a set of school community values for the new school strategic plan. **Management of Student Behaviour** -Undertake an immediate review of student management protocols and practice. -Develop a set of school rules that focus on the rights of individuals which are shaped in positive language, as well as developing a shared school understanding of responsibilities and a statement of clear behavioural consequences -ensure these are ready to start the 2013 school year. **Student Voice** - Enhance student voice in decision making and involvement through increased roles for Junior	**School Purpose and Values** ▪ Discussion in the different community groups in regard to school purpose statement and values. ▪ School community follows values and purpose. **Management of Student Behaviour** ▪ Discussion on the responsibilities and consequences of each section of the community discussed and documented. ▪ More consistent management of behaviour is occurring. **Student Voice** ▪ Increase in Junior School Council activities that allow them to have voice in the school.

		School Council. -Seek feedback from students regularly and involve students in looking for ways to build student motivation and engagement. **Engagement in Learning** -Continue 3 way conferences and give students access to their learning data in years 3-6 -Work with students to teach students to personalise and write their learning by setting learning goals. **School Wellbeing Programs** - Focus on one value per fortnight across the school. **Student Attendance** -Monitor attendance of students with high levels of absence from school.	▪ Regular meetings of Junior School Council and other interest groups conducted and action taken as deemed appropriate. **Engagement in Learning** ▪ 3 way conferences conducted in June. ▪ Personalised learning goals written by all students and classroom practice reflects these. **School Wellbeing Programs** ▪ One value per fortnight focussed on. **Student Attendance** ▪ Student absences are lower. ▪ Meetings and phone calls held for students with regular absences.
	Year 2 2014	**Management of Student Behaviour** -Continue to build a common school language to manage student behaviour and maintain a consistent whole school approach. - Establish student monitors in the playground trained to be 'listeners to student issues' and problem solvers.	**Management of Student Behaviour** ▪ Behaviour management is consistent across the school. ▪ Student monitors are used in the yard and documented yard issues lessened.

Student Voice

- Enhance student voice in decision making and involvement through increased roles for Sports Captains.

Continue to seek feedback from students regularly and involve students in looking for ways to build student motivation and engagement.

Engagement in Learning

-Develop a stronger focus on inquiry and discovery learning.

- Skill teachers to engage in higher order questioning and developing higher order thinking and problem solving for students.

-Allow a strong student voice in curriculum planning.

School Wellbeing Programs

-Audit the range of programs being offered across the school against DEECD guidelines, including mental health, drug education and 'Effective Schools are Safe Schools'.

-Review and redefine the commitment to Tribes process as a whole school approach. Continue concentrated work with students in the first two weeks of the year. Ensure training for new staff

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Student Voice

- Sports Captains have a higher profile in selection and assistance in activities e.g. running activities conducted for students.

Engagement in Learning

- Inquiry and Discovery learning documentation in planners indicates the different levels of inquiry/discovery.

- Skills in Inquiry/Discovery learning are clearly documented and assessed.

- Professional Development on higher order questioning, thinking and problem solving conducted.

- Level planners and teachers' work programs list higher order questioning, thinking and problem solving.

- Classroom programs show use of higher order questioning, thinking and problem solving.

- Planners show allowance for student voice in the direction of activities that will cover the skills and understandings listed for the Inquiry unit.

School Wellbeing Programs

- Recommendations of the review on wellbeing programs in line with current guidelines and best practice put into practice.

- Recommendations from 'Tribes' review process implemented.

- New staff has been taken through the aspects of the 'Tribes' program that are still being used.

- Regular Buddy activity times documented in work programs and planners and students

		and support personnel. -Ensure the Buddies Program maintains effective long term relationships by facilitating regular activities and involvement in playground activities. **Student Attendance** -Continue to make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes. - Continue to make regular phone calls to parents with students who have more than two days absence per week. **Parent-School Partnerships** -Build strong school partnerships with parents. Develop common understandings of the school's approaches to teaching and learning through: - encouraging parents to assist in the classrooms and school activities. - conducting an information session on Literacy development and classroom practice in the Junior School. - conducting information sessions on Literacy for Years 3-6.	show familiarity with the buddy year level. **Student Attendance** ▪ Phone call records and meetings with parents show endeavours to build connections between school and home to help lessen absences. **Parent-School Partnerships** ▪ Information sessions on Literacy for Prep - 6 conducted and feedback forms indicate improved understanding. ▪ Record of parents who assisted in classrooms shows increased participation.
	Year 3 2015	**Student Voice** - Increasing leadership roles with all Year 6 students having a designated role and	**Student Voice** ▪ Student behaviour improved with students' showing more independence and ability to think of others.

		responsibilities.
		
		Engagement in Learning
		
		-Further develop inquiry and discovery learning across the curriculum.
		
		- Embed the use of higher order questioning and higher order thinking and problem solving for students.
		
		-Embed student voice in curriculum planning.
		
		School Wellbeing Programs
		
		-Implement the revised version of the wellbeing programs.
		
		Student Attendance
		
		- Monitor that there is not a particular year level or cohort affected and take action as required.
		
		Parent-School Partnerships
		
		- Develop common understandings of the school's approaches to teaching and learning through:
		
		   ▪ continuing to encourage parents to assist in the classrooms and school activities.
		
		   ▪ conducting an information session on Maths program across the school.
			Engagement in Learning
			
			▪ All classes following the inquiry approach and teaching the skills required.
			▪ Students are investigating their own questions when 'Going Further' with their inquiry and are managing their time.
			▪ Higher order thinking and problem solving occurs in all lessons when applying skills already explicitly taught.
			▪ Term planners and work programs show time allocation and activities that allow student voice.
			
			School Wellbeing Programs
			
			▪ Revised wellbeing programs taught in all classrooms and written in all term planners and work programs.
			
			Student Attendance
			
			▪ Phone calls by teachers and Principal class to parents and parent meetings to resolve poor attendance.
			▪ Less students with regular absences.
			
			Parent-School Partnerships
			
			▪ Parent participation in class programs increased.
			▪ Parent feedback from information evening shows a greater understanding of the school's Maths' program.

	Year 4 2016	**Student Voice** - Assess the effectiveness of all Year 6 students	**Student Voice** ▪ Student, teacher and parent feedback gained from survey and PMI.

		having a designated role and responsibilities.
		
		Engagement in Learning
		
		-Reflect on the amount of time allowed for student voice and the balance of this with explicit teaching.
		
		Parent-School Partnerships
		
		- Develop common understandings of the school's approaches to teaching and learning through:
		
		   ▪ continuing to encourage parents to assist in the classrooms and school activities.
		
		   ▪ - conducting an information session on Inquiry learning across the school.
			▪ Improvements for 2017 listed and student selection at end of year reflect these.
			
			Engagement in Learning
			
			▪ Balance of explicit teaching and time for student voice reflected in classroom practice and work programs.
			
			Parent-School Partnerships
			
			▪ Parent participation in class programs and school activities increased.
			
			▪ Parent feedback from information evening shows a greater understanding of the school's Inquiry learning program.

Strengthen cross school consistency by developing and documenting whole school processes and protocols for key transition points	Year 1 2013	**Program Documentation** -Ensure that school-wide processes to support new students and their families are included in current documentation. -Provide information packs and induction for newly arrived students. **Preschool, School and Community Partnerships** -Continue to build strong links with the local secondary settings -Enhance effective communication with parents via comments relating to individual students reaction to transition.	**Program Documentation** ▪ Induction process documented and shows induction procedure for newly arrived students. ▪ Information packs and induction for newly arrived students provided. **Preschool, School and Community Partnerships** ▪ Activities occurring between Karoo and Rowville Secondary School. ▪ Parent comments and ideas gained on the transition program.

		Establish Pathway Planning for Students	**Establish Pathway Planning for Students**
		-Develop learning pathways for identified students including support for under achievers and high achievers.	▪ Use of Student Performance Analyser by teachers at the start of the year to identify students who are at either end of the spectrum and Individual Learning Plans developed for them.
		-Ensure close monitoring of students, particularly those students who are deemed 'at risk', as they commence orientation/transition activities before starting school and as preparation for secondary schooling.	▪ Teachers given a brief outline of 'at risk' student's requirements to assist with smooth transition.
		-Strengthen the school's tracking of individual students and monitor social, academic, behaviour, intervention support and attendance by the continued use of a tracking tool.	▪ CASES 21 merit/wellbeing database includes social, academic, behaviour, attendance and intervention.
		Review Programs and Protocols	**Review Programs and Protocols**
		-Seek current levels of satisfaction with induction and transition procedures from teachers, parents and students and the local pre-school settings and secondary colleges on an annual basis through surveys.	▪ Induction survey results gathered from teachers, parents and students and the local pre-school settings and secondary colleges, analysed and adjustments made to the next transition and induction.
	Year 2 2014	**Preschool, School and Community Partnerships**	**Preschool, School and Community Partnerships**
		-Foster a collaborative approach to implementing the 0-8 Learning Framework with local preschools.	▪ Prep and Year 1 term planners and classroom practice reflect the Early Years Learning Framework.
		Review Programs and Protocols	**Review Programs and Protocols**
		-Review data gathered on levels of satisfaction with induction and transition procedures and reflect and revise programs and protocols.	▪ Data gathered on levels of satisfaction with induction and transition procedures reflected upon and programs and protocols revised.

		- Survey current Prep year parents and kinder teachers relating to transition and analyse to revise the procedures.	
	Year 3 2015	**Program Documentation** -Document all programs and protocols for all school transitions including student support and communications with families as students enter, move through the school and prepare for secondary schooling. **Preschool, School and Community Partnerships** -Look for opportunities to build on common understandings of effective teacher practice. **Review Programs and Protocols** -Review data gathered on levels of satisfaction with induction and transition procedures and reflect and revise programs and protocols. - Survey current Prep year parents and kinder teachers relating to transition and analyse to revise the procedures.	**Program Documentation** ▪ Document that includes procedures and protocols for all school transitions including student support and communications with families as students enter, move through the school and prepare for secondary schooling published. **Preschool, School and Community Partnerships** ▪ School is involved in activities with the preschool and the community. **Review Programs and Protocols** ▪ Review data gathered on levels of satisfaction with induction and transition procedures and reflect and revise programs and protocols.
	Year 4 2016	**Review Programs and Protocols** -Review data gathered on levels of satisfaction with induction and transition procedures and reflect and revise programs and protocols. - Survey current Prep year parents and kinder teachers relating to transition and analyse to revise the procedures.	**Review Programs and Protocols** ▪ Review data gathered on levels of satisfaction with induction and transition procedures and reflect and revise programs and protocols.