<table>
<thead>
<tr>
<th>Endorsed by Regional Director or nominee</th>
<th>Endorsed by School Council</th>
<th>Endorsed by School Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 7/11/11</td>
<td>Date: 8/10/12</td>
<td>Date: 8/10/12</td>
</tr>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>(Regional Director or nominee's signature)</td>
<td>(School Council President's signature)</td>
<td>(Principal's signature)</td>
</tr>
</tbody>
</table>
Students and staff work hard despite problems and obstacles.

All community members are working towards a shared goal.

Students are expected to take responsibility for their learning and their behaviour.

Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community.

Partnerships between students, staff, parents and the wider community are fostered and valued.

Diversity is seen as enriching our school and is valued and respected.

Leaders have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners.

In our community, these values are also demonstrated when:

Safe –Safe and secure learning environment, safe practices, Student Engagement and Wellbeing

Proud – High expectations for academic learning. Positive involvement in all school activities, pride in our school and in our learning community

Kind – Social and emotional learning and values education, being a responsible and active member of a learning community

Vision

Challenged to achieve their full potential within a safe, happy and supportive environment.

Kilmore Primary School fosters a community of learners who are confident, creative and

Purpose

School Profile
School Care Program operates on the school site 5 days a week during school terms and school holidays.

Our modern facilities include a number of purpose-built learning and double-learning studios equipped with 21st century learning technologies and tools.

Our Focus on Student Wellbeing is supported by a dedicated Student Wellbeing Officer and our involvement in the Kids Matter Mental Health Initiative. This has been a major focus over the past 12 months and will continue to be a priority as we actively provide positive mental health initiatives.

Our school is located some 55 kilometres north of the Melbourne CBD. The historic rural town, with charming rural properties and

Environmental Context

Environmental Context
<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Targets</th>
<th>Goals</th>
</tr>
</thead>
</table>

**Student Learning**

- To maximize the achievement of high-ability students, with a strong focus on quality learning outcomes for all.

**Improving Literacy and Numeracy**

- With differentially high levels of gains for high-achievers.
- An increase in the percentage of students meeting or exceeding the National Minimum Standards (NMS) in Reading and Writing.
- Improved capability in reading or below the expected level.
- A decrease in the proportion of students achieving at or above national benchmarks.
- An increase in the proportion of students achieving above or below national benchmarks in Reading and Writing.
- A decrease in the percentage of students achieving at or above national benchmarks in Reading and Writing.

**Build the School's Capacity for Strong and Collaborative Teamwork**

- Differentiated learning for all students.
- The curriculum is implemented and consistent with school-wide strategies.
- Teaching and classroom teaching where high expectations guide students.
- Explicit teaching within a school culture.
- Building the capacity of teachers to deliver.

**Strategic Intent**
<table>
<thead>
<tr>
<th>Transitions between Learning</th>
<th>Progress through the school</th>
<th>Student pathways and supports</th>
<th>Student pathways and supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Voice: Students with a focus on key skills</td>
<td>Student Progress: Each student progress is tracked</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Transitions</td>
<td>To improve the transition process</td>
<td>Progress</td>
<td>Supports</td>
</tr>
<tr>
<td>Embed a School of School Engagement</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Student Engagement: Student learning</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Educate students in Student Engagement</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Build the capacity of teachers to support</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Improves student engagement</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>School Contextualization</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Student Learning Environment</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>Supports: Pathways</td>
<td>Supports: Pathways</td>
<td>Transitions</td>
</tr>
<tr>
<td>Year 2</td>
<td>Year 1</td>
<td></td>
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<tr>
<td>--------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Induction</strong>&lt;br&gt;Co-teach and Reflectation&lt;br&gt;Teaching Reflection&lt;br&gt;Conduct professional learning based on the home classroom&lt;br&gt;High Expectations</td>
<td><strong>Induction</strong>&lt;br&gt;Neat and plant graph existing practices&lt;br&gt;Self-induction process&lt;br&gt;Cope with students' learning goals&lt;br&gt;Review teacher pedagogy in teachers' learning spaces&lt;br&gt;Plan for teacher-contexted learning in teachers' spaces&lt;br&gt;Team Reflection</td>
<td><strong>High Expectations</strong>&lt;br&gt;Refine and plant graph existing practices&lt;br&gt;Self-induction process&lt;br&gt;Cope with students' learning goals&lt;br&gt;Review teacher pedagogy in teachers' learning spaces&lt;br&gt;Plan for teacher-contexted learning in teachers' spaces&lt;br&gt;Team Reflection</td>
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</tr>
</tbody>
</table>

**Student Learning**

- Build the capacity of teachers to deliver explicit teaching within a school climate
- Explicit teaching with a school climate
- Exemplar teaching with a school climate

**Key Implementation Strategies:**

- **Changes in practice and behavior**
  - Achievement Milestones

**Notes:**

- Evidence of Year 1: Improve CT in place across the school during the year.
- Professional learning sessions targeting the home TCL.
- Conduct professional learning based on the home classroom.
<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Learning Tasks (Phase 2)</strong></td>
<td><strong>Annual Learning Tasks (Phase 2)</strong></td>
</tr>
<tr>
<td>Include the following tasks (main criteria)</td>
<td>Include the following tasks (main criteria)</td>
</tr>
<tr>
<td>* 2 tasks per term</td>
<td>* 2 tasks per term</td>
</tr>
<tr>
<td>* 2 tasks per term</td>
<td>* 2 tasks per term</td>
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<tr>
<td>* Include 2 tasks per term</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 Learning Tasks</strong></td>
<td><strong>Year 4 Learning Tasks</strong></td>
</tr>
<tr>
<td>* Teachers use the curriculum to plan lessons</td>
<td>* Teachers use the curriculum to plan lessons</td>
</tr>
<tr>
<td>* Teachers use the curriculum to plan lessons</td>
<td>* Teachers use the curriculum to plan lessons</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>Additional Professional Learning Focus Areas</strong></td>
<td><strong>Additional Professional Learning Focus Areas</strong></td>
</tr>
<tr>
<td>* Professional learning and development</td>
<td>* Professional learning and development</td>
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<tr>
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<tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning:</strong> Learning and Teacher Classroom Leverage</td>
<td>Learning and Teacher Classroom Leverage</td>
</tr>
<tr>
<td>* Build the capacity of teachers to deliver explicit teaching within a school culture</td>
<td>* Build the capacity of teachers to deliver explicit teaching within a school culture</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Students continue to their learning by co-creating their learning.

Improve school-wide practices and strategies in place in Hackaday.

Progress
- Higher order thinking tasks (HOTs)
- Focus on student-centered learning in Hackaday spaces
- Plan for student-centered learning in Hackaday spaces
- Inductive higher order thinking skills (HOTs) (co-animation)
- Inductive higher order thinking skills (HOTs) (co-animation)
- Differentiation (grouping)
- Differentiation (grouping)
- Exit criteria: the frame and learning
- Exit criteria: the frame and learning
- Formative evaluation
- Formative evaluation
- Continue to refine PI and unit goals
- Continue to refine PI and unit goals
- Evaluate reinvention processes that have been put into practice
- Evaluate reinvention processes that have been put into practice

Team Learning
- Develop efficient expectations
- Develop efficient expectations
- Student, teacher, and school teams
- Student, teacher, and school teams
- Create professional learning sessions in Hackaday
- Create professional learning sessions in Hackaday

Terry Mehan

Collaborative learning and teacher classroom experiences where high expectations guide student explicit teaching within a school culture build the capacity of teachers to deliver.

STUDENT LEARNING:

- Self Induction Policy
- Student Induction Policy
- Sunny Guidelines and new self to induction processes
- Sunny Guidelines and new self to induction processes
- Self Induction Processes
- Self Induction Processes

More
- Peacemakers
- Peacemakers
- Classroom Discipline
- Classroom Discipline
- Calling in and calling out
- Calling in and calling out
- Develop a culture of QT
- Develop a culture of QT
- Classroom Discipline
- Classroom Discipline
- Classroom Discipline
- Classroom Discipline
- Plan for student-centered learning in Hackaday spaces
- Plan for student-centered learning in Hackaday spaces

Discussion
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td>Develop a flexible approach to learning, especially in literacy, by using differentiated instructional strategies.</td>
<td>Develop a flexible approach to learning, especially in literacy, by using differentiated instructional strategies.</td>
</tr>
<tr>
<td>Continue to embed numeracy lessons in everyday learning processes.</td>
<td>Continue to embed numeracy lessons in everyday learning processes.</td>
</tr>
<tr>
<td>Review Phase 2 of the planning and teaching program.</td>
<td>Review Phase 2 of the planning and teaching program.</td>
</tr>
<tr>
<td>Focus on numeracy and literacy planning documentation in the classroom.</td>
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</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
</tr>
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</tr>
</tbody>
</table>

**Caution:** The curriculum is differentiating to accommodate all students. Students must be assessed and planned for in a consistent whole school approach.
<table>
<thead>
<tr>
<th>Year 4</th>
<th>Language program introduction in Grades 3-6 and Language planning documentation in relation to AUSVELS for consistent whole school language planning.</th>
<th>Curriculum Planning: Language Program Scope and Sequence and planning and assessment documentation reviewed.</th>
<th>Whole school integrated Curriculum Scope and Sequence reviewed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Include planning tools such as whole school, numeracy and literacy.</td>
<td>Review and extend implemented AUSVELS curriculum.</td>
<td>Include teaching practice student feedback and effective feedback and effective feedback.</td>
</tr>
<tr>
<td></td>
<td>Use planning tools such as whole school, numeracy and literacy.</td>
<td>Develop whole school scope and sequence in line with AUSVELS.</td>
<td>Include teaching practice student feedback and effective feedback.</td>
</tr>
<tr>
<td></td>
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</tr>
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<td>Develop whole school scope and sequence in line with AUSVELS.</td>
<td>Include teaching practice student feedback and effective feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Continuation of AUSVELS documentation developed for Health &amp; PE, Technology &amp; IT, and Civics and Citizenship.</th>
<th>Continue to develop whole school scope and sequence in line with AUSVELS.</th>
<th>Include teaching practice student feedback and effective feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop whole school scope and sequence in line with AUSVELS.</td>
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</tr>
<tr>
<td>Action Steps</td>
<td>Year 2</td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Write school model of Professional Learning in place</td>
<td>- Build a culture that expects instructional leadership and teacher effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Curriculum leaders understand capacity and limits</td>
<td>- Develop a school-wide distributed model of professional learning and leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Performance review process is updated to school goals, leadership team members have a clear understanding of their role</td>
<td>- Include new analyses in curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Form short-term action research teams to implement collaborative teamwork</td>
<td>- English: Focus on all math teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Form short-term action research teams to implement collaborative teamwork</td>
<td>- Focus on all math teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>- Focus on all math teaching.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health, Pe, Technology & it, and Clubs & Extracurriculars**

- Continue to implement and refine the distributed model
- Develop a school-wide distributed model of professional learning and leadership
- Build a culture that expects instructional leadership and teacher effectiveness
Year 4
Build a culture that expects instructional leadership and continuous learning improvement.
Develop a whole school distributed model of professional learning.
Review and refine instructional leaders' process.
Developing a transformative leadership team.
Reformative instructional leaders.
Collaborative learning work.

Effective relationships with instructional leaders.

Team goals.

School leader's (and teacher's) understanding and implementation.

Team leaders (and teachers) can articulate the whole school goals and leadership team members understand the purpose and the goals.

School leader's (and teacher's) understanding of the strategic plan and the role and responsibilities and the accountability matrix in leading the school and teaching and learning.

Leadership teams members have a clear understanding of their roles.

Collaborative teams work.

Protocol based on established professional learning in place.

Protocol for collaborative teams work.

Curriculum leaders understand the key leadership courses.

Performance review process linked to school goals, leadership.

Performance review process linked to school goals, leadership.

Protocol for collaborative teams work.

Protocol for collaborative teams work.

Protocol for collaborative teams work.

Protocol for collaborative teams work.

Protocol for collaborative teams work.
<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build teacher capacity</td>
<td>Build teacher capacity</td>
</tr>
<tr>
<td>Further develop Student-centred learning</td>
<td>Extend the club program to provide greater student choice in their learning</td>
</tr>
<tr>
<td>Continue to develop integrated units taught by the teacher</td>
<td>Further develop student-centred learning</td>
</tr>
<tr>
<td>Investigate and source regular technical support</td>
<td>Conduct the e-learning skills audit and review the e-learning plan</td>
</tr>
<tr>
<td>Ensure regular technical support</td>
<td>Introduce new technologies to the school with appropriate training and support for teachers</td>
</tr>
<tr>
<td>e-learning plan developed and implemented</td>
<td>Whole school ICT resource documentation developed and implemented</td>
</tr>
<tr>
<td>ICT Scope and Sequence with assessment criteria available</td>
<td>Whole school ICT resource documentation developed and implemented</td>
</tr>
<tr>
<td>ICT infrastructure plan in place</td>
<td>ICT infrastructure plan in place</td>
</tr>
<tr>
<td>Staff e-learning skills audit completed</td>
<td>Staff e-learning skills audit completed</td>
</tr>
<tr>
<td>Students have input into the planning of inquiry Units</td>
<td>Students have input into the planning of inquiry Units</td>
</tr>
<tr>
<td>Whole school ICT resource documentation updated and available to whole staff</td>
<td>Whole school ICT resource documentation updated and available to whole staff</td>
</tr>
<tr>
<td>ICT Scope and Sequence include opportunities for student learning</td>
<td>ICT Scope and Sequence include opportunities for student learning</td>
</tr>
</tbody>
</table>

Higher-order thinking and questioning activities evident in weekly class activities. Staff program includes student choice activities. Whole school ICT resources identified with assessment criteria.

Cubs program includes student choice activities. Whole school ICT resources identified with assessment criteria.
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establish regular technical support in place.</td>
<td>- Establish regular technical support in place.</td>
</tr>
<tr>
<td>- Digital technology is in use across the school.</td>
<td>- Implement the use of digital technology.</td>
</tr>
<tr>
<td>- Training to use digital technology is provided to teachers.</td>
<td>- Teachers conduct the skill and learning activities using the interactive whiteboard.</td>
</tr>
<tr>
<td>- Students have access to digital tools and resources in school.</td>
<td>- Students have access to digital tools and resources in school.</td>
</tr>
<tr>
<td>- Digital tools are integrated into the curriculum.</td>
<td>- Teachers conduct the skill and learning activities using the interactive whiteboard.</td>
</tr>
<tr>
<td>- Higher order thinking and questioning activities reviewed.</td>
<td>- Teachers conduct the skill and learning activities using the interactive whiteboard.</td>
</tr>
<tr>
<td>- Ensure regular technical support.</td>
<td>- Implement the use of digital technology.</td>
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</tr>
<tr>
<td>- Higher order thinking and questioning activities reviewed.</td>
<td>- Teachers conduct the skill and learning activities using the interactive whiteboard.</td>
</tr>
</tbody>
</table>
1. Increase student voice and leadership opportunities

2. Enhance connections to schools and other community programs

3. Increase opportunities for students to be involved in the community

4. Increase opportunities for students to be involved in school activities

5. Increase opportunities for students to be involved in extracurricular activities

6. Increase opportunities for students to be involved in volunteer work

7. Increase opportunities for students to be involved in professional development

8. Increase opportunities for students to be involved in self-directed learning

9. Increase opportunities for students to be involved in research

10. Increase opportunities for students to be involved in creative expression

11. Increase opportunities for students to be involved in service learning

12. Increase opportunities for students to be involved in citizenship education

13. Increase opportunities for students to be involved in health and wellness

14. Increase opportunities for students to be involved in career and technical education

15. Increase opportunities for students to be involved in arts and music

16. Increase opportunities for students to be involved in athletics

17. Increase opportunities for students to be involved in academic enrichment

18. Increase opportunities for students to be involved in cultural diversity

19. Increase opportunities for students to be involved in environmental education

20. Increase opportunities for students to be involved in social justice

21. Increase opportunities for students to be involved in community service

22. Increase opportunities for students to be involved in community engagement

23. Increase opportunities for students to be involved in community decision-making

24. Increase opportunities for students to be involved in community planning

25. Increase opportunities for students to be involved in community development

26. Increase opportunities for students to be involved in community partnerships

27. Increase opportunities for students to be involved in community advocacy

28. Increase opportunities for students to be involved in community activism

29. Increase opportunities for students to be involved in community activism

30. Increase opportunities for students to be involved in community activism

31. Increase opportunities for students to be involved in community activism

32. Increase opportunities for students to be involved in community activism

33. Increase opportunities for students to be involved in community activism

34. Increase opportunities for students to be involved in community activism

35. Increase opportunities for students to be involved in community activism

36. Increase opportunities for students to be involved in community activism

37. Increase opportunities for students to be involved in community activism

38. Increase opportunities for students to be involved in community activism

39. Increase opportunities for students to be involved in community activism

40. Increase opportunities for students to be involved in community activism
<table>
<thead>
<tr>
<th>Community Programs</th>
<th>Student Voice and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and enhance the Community Engagement and Leadership Programs.</td>
<td>Enhance student voice and leadership.</td>
</tr>
<tr>
<td>Develop opportunities for feedback and learning.</td>
<td>- Workshops.</td>
</tr>
<tr>
<td>Develop Leadership Programs in place and include feedback.</td>
<td>- Feedback.</td>
</tr>
<tr>
<td>Key ideas and strategies.</td>
<td>- Charter of Communication.</td>
</tr>
<tr>
<td>Start working with central and Team in place working on.</td>
<td>- Review and improve.</td>
</tr>
<tr>
<td>Review and refine individual leadership plans.</td>
<td>Start planning.</td>
</tr>
<tr>
<td>Include a 5 year Attendance Strategy Plan in place.</td>
<td>- Whole school.</td>
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<tr>
<td>Coordinator.</td>
<td>- Whole school attendance.</td>
</tr>
<tr>
<td>ELTS in place and reviewed regularly by the KE.</td>
<td>- School-wide whole school initiatives.</td>
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<tr>
<td>Kidsmatter and SWAPS.</td>
<td>- School-wide whole school initiatives.</td>
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<tr>
<td>Regular school newsletter的形式 to promote all initiatives.</td>
<td>- School-wide whole school initiatives.</td>
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<tr>
<td>Information provided by the Principal and SWAPS teams.</td>
<td>- School-wide whole school initiatives.</td>
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<tr>
<td>Meeting schedule includes regular whole school professional development.</td>
<td>- School-wide whole school initiatives.</td>
</tr>
<tr>
<td>Regularly meet and SWAPS teams around ongoing training.</td>
<td>- School-wide whole school initiatives.</td>
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<tr>
<td>Kidsmatter and SWAPS Information teams meet.</td>
<td>- School-wide whole school initiatives.</td>
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</tbody>
</table>

**Student Voice, Wellbeing, Engagement and**

**Wellbeing Embed a whole school engagement and**

**Engagement and**
<table>
<thead>
<tr>
<th><strong>Student Engagement and Wellbeing</strong></th>
<th><strong>Student Voice</strong></th>
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</thead>
<tbody>
<tr>
<td>Embed a whole school engagement and wellbeing plan to improve student engagement and wellbeing</td>
<td>Student Voice</td>
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</tbody>
</table>

**Student Engagement and Wellbeing**

- Communicate with students to understand their views and feedback
- Provide clear and accessible information about school and community
- Support student engagement in school and community
- Promote healthy relationships and social connectedness
- Implement programs that support student learning and engagement
- Review school policies and procedures

**Student Voice**

- Encourage the use of student voice in decision-making
- Provide opportunities for feedback and input
- Support program development and implementation
- Review and refine individual attendance plans
- Implement attendance strategies

<table>
<thead>
<tr>
<th><strong>Teacher Engagement</strong></th>
<th><strong>Parent Engagement</strong></th>
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<tbody>
<tr>
<td>Conduct surveys with students to understand student needs</td>
<td>Conduct surveys with parents to understand parent needs</td>
</tr>
<tr>
<td>Improve student success programs to enhance student engagement</td>
<td>Improve parent engagement programs to enhance parent engagement</td>
</tr>
<tr>
<td>Enhance student voice and feedback</td>
<td>Enhance student voice and feedback</td>
</tr>
</tbody>
</table>

**Teacher Engagement**

- Conduct school-wide surveys
- Improve student success programs
- Enhance student voice

**Parent Engagement**

- Conduct surveys with parents
- Improve parent engagement programs
- Enhance student voice

---

**Co-curricular Activities**

- Review and refine SWPS in relation to attendance
- Implement attendance strategies
- Provide support to improve school attendance

**School-wide Positive Behavior Support**

- Review and refine SWPS in relation to attendance
- Implement attendance strategies
- Provide support to improve school attendance

---

**Support Programs**

- Conduct program evaluation
- Improve program effectiveness
- Enhance student voice and feedback

---

**Key Themes**

- Student Voice
- Student Engagement and Wellbeing
- Teacher Engagement
- Parent Engagement
- Co-curricular Activities
- School-wide Positive Behavior Support
- Support Programs
**Student Engagement and Wellbeing**

**Student Voice**

Embed a whole school engagement and wellbeing plan to improve student engagement and wellbeing.

**Community Programs**

- Review and enhance community programs to engage students and parents.
- Support and promote student voice through annual surveys and feedback sessions.
- Ensure community programs effectively support student engagement and wellbeing.
- Review and enhance school-based learning initiatives.
- Focus on community programs that align with student needs.
- Establish mechanisms to enhance community engagement in decision-making.
- Enhance community programs to support student voice and wellbeing.
- Conduct regular reviews of student voice initiatives to improve engagement.
- Establish mechanisms to enhance community engagement in decision-making.
- Enhance community programs that align with student needs.

**Wellbeing**

- Develop and implement student voice and wellbeing programs aligned with student needs.
- Enhance student voice and wellbeing programs.
- Review and improve existing programs.
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- Develop student voice and wellbeing programs aligned with student needs.
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Plan Transition Pathways and track student progress for all students with a focus on key academic areas and school-specific supports.

**Student Pathways and Transition**

- Plan transition pathways and track student progress for all students with a focus on key academic areas and school-specific supports.
- Develop a comprehensive plan to enhance progress and outcomes.
- Transition, prepare, and document student progress. Create a transition document that outlines student information, transition objectives, and recommended supports.
- Transition within the school.
- Track transition progress and ensure that all students are meeting their transition goals.
- Create a transition plan that includes support for academic success.
- Transition: Prepare pre-school and school pathways.

**Rationale**

- Enhance the student experience of student information management.
- Transition students effectively with school-specific supports.
- Enhance effective communication in each teaching unit.
- Transition goals are documented and monitored.
- Transition plans are prepared and assessed, and all details are documented.
Special needs students will have individual learning plans in
all subject areas, with specific education goals, including

- **Core Skills**: The development of key academic skills

- **Progress**: Measured through the process of annual evaluation

- **School-wide Goals**: Identified and monitored

- **Goals and Objectives**: Set at the start of the academic year

- **Monitoring**: Regular assessment of progress

- **Learning Plans**: Documented and updated

**Year 3**

- **School Programmes and School Partnerships**
  - Build parent and school partnerships

- **Transition Planning**
  - Develop annual transition plans with students and parents

- **Transition Meetings**
  - Parent/teacher conferences are held annually

- **Transition Resources**
  - Provide resources for students

- **Transition Supports**
  - Offer additional support where needed

**Student Pathways and Transition**

- **Programmes**: Offer a variety of pathways for students

- **Supports**: Provide additional support for students

- **Pathways**: Offer a range of pathways for students

- **Services**: Offer additional services for students

- **Resources**: Offer a range of resources for students

- **Assistance**: Offer additional assistance for students

**The School and School Partnerships**

- **Year 2**

- **School-wide Transition Program Documentation and Updates**

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**The School and School Partnerships**
STUDENT PATHWAYS AND TRANSITION

Year 4

1. Transition to secondary school
2. Reception opportunities for students to spend more time at their new school
3. Transition to secondary school
4. Track Student Progress
5. Build parent and school partnerships
6. Explain opportunities for families to visit their child's secondary school

TRANITION/PROGRESSION/TRANSITION PROCESS FOR STUDENTS NEW TO THE SCHOOL

- Transition to school
- Reception opportunities for new students to visit their new school
- Explain opportunities for parents to visit their child's secondary school
- Transition to secondary school
- Track Student Progress

STUDENT PATHWAYS AND TRANSITION

Year 3

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