

ANNUAL IMPLEMENTATION PLAN 2015

River Gum Primary School No: 5130

Based on Strategic Plan for 2012-2015

*A culture of trust
 through
 collaboration &
 communication within
 a professional
 setting*



Endorsement by School Principal	Name: Mrs Roma McKinnon
Endorsement by School Council	Name: Mrs Sherryn Dunmore
Endorsement by Senior Field Officer	

Strategic Intent

Strategic Plan 2012-2015	Goals	Targets	One Year Targets
<p><u>Student Learning</u></p> <p>To improve student learning outcomes with a focus on Literacy and Numeracy.</p>	<p>Build a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes.</p> <p>Embed a culture of high expectations for students, for staff and for the engagement of all members of the school community.</p> <p>Enhance teaching and learning through the development and application of an agreed whole-of-school pedagogy.</p>	<p>75% of Year 3 and 5 students to be at or above the National minimal standard.</p> <p>2011 Performance at or above:</p> <ul style="list-style-type: none"> ○ Year 3: 11% ○ Year 5: 8% <p>Increase the percentage of students above the expected level (C) in writing, speaking and listening according to teacher judgement, by 50%.</p> <p>2011 performance of students achieving above:</p> <ul style="list-style-type: none"> ○ Speaking and Listening: 11% ○ Writing: 8% <p>Improve the Writing of the matched cohort from Year 3 to Year 5 by one full VELS level according to NAPLAN data.</p>	<p>Implement the 2014-2015 school PDP goal : <i>All teachers will work towards 80% of students showing 12months growth (0.40) in the following Student Learning areas: Number</i></p> <p>The percentage of students AT and BELOW expected levels will increase by 5% in Literacy and Numeracy.All staff will provide supporting evidence of their teaching impact as measured using John Hattie’s Effect Size. Moderated writing and Speaking and Listening outcome targets for students according to teacher developed Rubrics :</p> <ul style="list-style-type: none"> ● P-2: 80% at or above the expected level of achievement ● 3-6: 80% at or above the expected level of achievement
<p><u>Student Engagement and Wellbeing</u></p> <p>To improve student engagement and wellbeing.</p>	<p>Enhance community cohesion by the promotion of the school’s vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p>	<p>Increase the students’ Attitudes to Schools Survey response in relation to Student Distress and Student Morale, to the 4th quartile by 2015.</p>	<p>Increase the Attitude to School’s survey response in relation to student relationships and wellbeing .Classroom behaviour above 74.5 Student safety above 74.</p> <p><i><u>Improvement in the student behaviour section of the Parent Opinion survey in relation to student safety and classroom behaviour.</u></i></p>
<p><u>Student Pathways and Transition</u></p> <p>To improve student transitions into, through and beyond the school.</p>	<p>Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.</p>	<p>Increase the Parent Opinion survey in relation to transitions to the 4th quartile by 2015</p>	<p>School climate component scores of the staff opinion survey will continue to trend towards the state. Transitions component of the school climate of the parent opinion survey is in fourth quartile in 2014 .We will maintain this upward trend.</p>

Implementation

AITSL: Australian Institute for Teaching and School Leadership

To build a culture of feedback and reflective practice, in 2015 staff will work with the AITSL Classroom practice continuum to continue to build their capacity in this area. Staff will engage with the feedback loop which includes, data driven CTT discussions, triad mentoring and peer observations. We will further explore the AITSL concepts of “learner agency”, “teacher repertoire”, “differentiation” and “connections and partnerships”.

This work forms the overarching lens which frames our AIP key improvement strategies and projects in 2015.

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p><u>STUDENT LEARNING</u></p> <p>To improve student learning outcomes with a focus on English and Mathematics.</p> <p>Goal 1</p> <p>Enhance teaching and learning through the development and application of an agreed whole school pedagogy in Mathematics Number.</p> <p><u>Performance and Development</u></p> <p>Implement DET P&D procedures by Building a culture of distributed leadership so that all staff are able</p>	<p>Consult, inform and review the implementation of a whole school framework based upon:</p> <p><u>Big Ideas In Number & AusVELS</u></p> <p>Instructional Logs:</p> <ul style="list-style-type: none"> Align the Big Ideas In Number & AusVELS with instructional logs. Document and ensure the AusVELS curriculum content is addressed. <p>Mathematics Team:</p> <ul style="list-style-type: none"> Build upon the work of the 2014 BASTOW Numeracy Action Plan to develop a feedback protocol for teachers giving feedback to students. Model how to provide students with strategies to become numerate learners, as identified by the priority indicators. Collect and analyse data on teacher practice and student/teacher attitudes to Mathematics. 	<p>Classroom teachers will continue to spend 10 sessions per week on Mathematics instruction.</p> <p>In CTT meeting teachers collaborate through the sharing of ideas, resources, strategies, and data analysis.</p> <p>Create a resource bank of activities linked to The Big Ideas In Number and AusVELS.</p> <p>Upgrade of Mathematics resources and tubs to include relevant concrete materials. Essential items such as dice, dominoes, counters, unifix, MAB and the purchase of Di Siemon’s text for teacher professional reading.</p> <p>PD that explores</p>	<p><u>Leaders</u></p> <p>Assistant Principal: Margaret Dolan</p> <p>Leading Teacher: Robyn Trzeciak</p> <p>Maths Team: Beth, Danni, Vesna, Minoli</p> <p>CTT Leaders: Amy, Bec, Vesna, Rob, Kyla, Allison, Phil</p> <p>Classroom Teachers</p> <p>Student Voice Leaders</p> <p>ES Staff</p> <p><u>E-Learning:</u></p> <p>Fiona Brown</p> <p>Min Foley</p>	<p><u>Whole Year</u></p> <p>Ongoing professional learning for the Big Ideas in Number facilitated by Leaders of Learning.</p> <p><u>Fortnightly</u></p> <p>Triad Mentoring conversations with a focus on student learning.</p> <p><u>Fortnightly</u></p> <p>The SIT (School Improvement Team) to discuss progress of action learning teams. Report to Executive on issues/progress.</p> <p><u>Weekly</u> CTT meetings during shared release time will focus on data informed planning and moderation.</p> <p><u>Publicity & Communication:</u></p> <p>In Connections publish weekly features on Mathematics and transfer</p>	<p>2014-2015 school PDP goal and supporting evidence:</p> <p>All teachers will work towards 80% of students showing 12months growth (0.40) in the following Student Learning areas: Number</p> <p>These areas will be measured using John Hattie’s Effect Size</p> <p>The percentage of students AT and BELOW expected levels will increase by 5%.</p> <p>Implementation and evidence of the whole school Instructional Model.</p> <p>Improved NAPLAN adjusted academic performance in Numeracy 3 and 5.</p> <p>Continued learning gain in NAPLAN</p>

<p>to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams and School Improvement Team.</p>	<p><u>Instructional Model & AITSL</u></p> <ul style="list-style-type: none"> • A shared understanding of best classroom practice in Mathematics instruction. • Incorporating learning intentions and success criteria, explicit teaching, student self-reflection on learning and independent and guided practice. • Giving students the opportunity to engage with relevant curriculum through explicit teaching. • Guided practice utilising teacher conferencing and strategy groups to ensure learning is personalised for all students. • Independent practice utilising the Maths 5 framework, providing opportunities for skills practice. <p>The AITSL classroom continuum providing feedback on teacher practice.</p> <p><u>Student Voice</u></p> <p>Explore student led learning by developing ways in which our student leaders can lead learning in Number.</p> <p>Implement student feedback to teachers on their delivery of the instructional model</p>	<p>implementation of a whole school instructional maths model and effective teaching practices through the lens of the Big Ideas.</p> <p>PD that builds on teacher understanding of the AITSL classroom practice continuum and the impact of multiple sources of feedback on student outcomes and teacher practice.</p> <p>Develop a peer to peer observation instructional model checklist. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</p> <p>Community activities that provide opportunities for parents to engage in curriculum.</p>	<p><u>Publicity & Communication:</u></p> <p>Bek Bell</p>	<p>to Website.</p>	<p>Numeracy.</p> <p>School climate component of the <u>Parent Opinion Survey</u> will continue to be maintained towards the fourth quartile.</p> <p>All School climate component scores of the <u>staff opinion survey</u> will continue to trend towards the state.</p> <p>School Based PDP evidence</p> <ul style="list-style-type: none"> • SNMY & Common Misunderstandings data • Teacher Practice Survey • AITSL Classroom Practice Continuum self- reflection and feedback • Peer to peer classroom class room observation checklist • CTT leader observation of best practice
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<p><u>STUDENT LEARNING</u> To improve student learning outcomes with a focus on English and Mathematics.</p> <p>Goal 2</p> <p>Enhance teaching and learning through the development and application of an agreed whole school pedagogy in Reading, Writing and Speaking and Listening.</p> <p>Performance and Development Culture Implement DET P&DC procedures by Building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams (CTT) and School Improvement Team. (SIT)</p>	<p><u>Reading - Daily 5 and CAFÉ</u> Continue to implement and monitor the Daily 5 and CAFÉ approach to literacy.</p> <ul style="list-style-type: none"> Maintain a consistent approach of anecdotal assessment and tracking of student learning outcomes through the use of a 'Pensive'. Implement an integrated approach of Multiliteracies to support student learning and teacher professional knowledge. Continue to use student learning data to direct discussions and implement appropriate teaching and learning strategies. <p><u>Speaking and Listening</u> Continue to focus on developing a consistent, whole school approach of assessment practices in Speaking and Listening.</p> <ul style="list-style-type: none"> Build teacher capacity and knowledge in assessing and monitoring Speaking and Listening. Develop teacher assessment rubrics based on DEECD curriculum and Fountas and Pinnel continuum. Incorporate the assessment of speaking and listening across curriculum areas such as PE, Music, Performing Arts and Science. <p><u>Writing</u> Continue to develop a whole school approach to writing instruction.</p> <ul style="list-style-type: none"> Development of an Instructional Model Continued staff professional learning in writing practices and strategies. Literacy team will consult with staff to identify teachers learning needs and gather feedback. Focus on developing a common research based approach to writing that can be incorporated within Daily 5 and CAFÉ. Continue to use student learning data to direct discussions and implement appropriate teaching and learning strategies. <p><u>English as an Additional Language (EAL)</u></p> <ul style="list-style-type: none"> Maintain the relationship between River Gum PS and the English Language School. Continue to update staff on current information regarding EAL as required. 	<p>Classroom teachers will continue to plan and provide 10 sessions of literacy per week.</p> <p>Classroom teachers will use Effect Size to monitor the progress of their students and will be required to provide details during PDP reviews.</p> <p>A budget for EAL and Engage with Asia will be developed and managed by Lyn Cockerell.</p> <p>Relevant learning resources will be purchased to develop teacher knowledge and pedagogy for PD sessions</p> <p>Professional Development sessions will be delivered by the Literacy Team. They will focus on current research and professional practice and will focus on the needs of students, in particular writing.</p> <p>Professional Learning provided by external sources, must be directly linked to the 2015 AIP goals and ideas and concepts implemented in classroom practice.</p> <p>Teachers will provide their students with motivating, inspiring and stimulating learning spaces to enhance student learning outcomes.</p>	<p><u>Leaders</u></p> <p>Assistant Principal: Margaret Dolan</p> <p>Leading Teacher: Robyn Trzeciak</p> <p>Literacy Team: Amy McLaughin, Patrick Virtue ,Dani Hayek Kyla Field, Allison King</p> <p>CTT Leaders: Amy, Bec, Vesna, Rob, Kyla, Allison, Phil</p> <p>Classroom Teachers</p> <p>Student Voice Leaders</p> <p>ES Staff</p> <p><u>Students With Additional Needs (SWAN) & EAL Timetabled Literacy Support and Intervention</u> Junior School: SWAN-Aph Vantarkis EAL-Carla</p> <p><u>Middle and Senior School:</u> Lyn Cockerell-EAL Emma Burns- SWAN Neil Riley-SWAN</p>	<p><u>Whole Year</u> Ongoing professional learning for the Big Ideas in Number facilitated by Leaders of Learning.</p> <p><u>Fortnightly</u> Triad Mentoring conversations with a focus on student learning.</p> <p><u>Fortnightly</u> The SIT (School Improvement Team) to discuss progress of action learning teams. Report to Executive on issues/progress.</p> <p><u>Weekly</u> CTT meetings during shared release time will focus on data informed planning and moderation.</p> <p><u>Publicity & Communication:</u> In Connections publish weekly features on Mathematics and transfer to Website.</p>	<p>2014-2015 school PDP goal and supporting evidence:</p> <p>All teachers will work towards 80% of students showing 12months growth (0.40) in the following Student Learning areas: Writing and Speaking and Listening within their class in student reading levels (Running records) as well as other areas of student achievement that are measurable.</p> <p>These areas will be measured using John Hattie's Effect Size</p> <p>The percentage of students AT and BELOW expected levels will increase by 5%. Implementation and evidence of the whole school Instructional Model.</p> <p>Move closer to Statewide benchmarks in 2014. All classroom teachers and ES Intervention personnel will have documented anecdotal evidence of individual student goals, targeted instruction and teacher observation of student work. This will be a requirement for P&DC reviews.</p> <p>Formation of a common place on the Staff Drive to store and share ideas and resources.</p> <p>Feedback from multiple sources ie. Triad</p>
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	<ul style="list-style-type: none"> Continue to monitor and develop the EAL program offered to students (in their classroom) by ES staff members. <p>Continue the implementation of Asian Studies and the language of Mandarin in conjunction with the Casey Central Network of schools.</p> <ul style="list-style-type: none"> Establish a 'Sister School' and begin communications and sharing of resources. Build teacher knowledge to enable 'Through Lines' of the Asian culture within daily classroom practice. <p><u>SWAN</u></p> <p>Continue to consult, inform, document and implement an extra assistance program – identify students 'at risk' and students with high potential and establish focus groups within the classroom to improve student learning outcomes measured by Effect Size.</p> <p><u>E-Learning</u></p> <p>Using the "creation", filming and storage apps students make digital copies of our levelled books that read to the listener as well as asking comprehension questions. They will also make short movies supporting speaking and listening in our curriculum.</p> <p><u>Student Voice</u></p> <p>Explore student led learning by developing ways in which our student leaders can lead learning in Literacy.</p> <p>Implement student feedback to teachers on their delivery of the instructional model.</p>	<p>The Literacy Team will provide parent information sessions throughout the 2015 school year.</p> <p>PD that builds on teacher understanding of the AITSL classroom practice continuum and the impact of multiple sources of feedback on student outcomes and teacher practice.</p> <p>Develop a peer to peer observation instructional model checklist. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</p> <p>The SWAN program will be developed in consultation with classroom teachers, Lyn Cockerel, Margaret Dolan, Robyn Trzeciak</p> <p>Actively contribute and maintain contact with our 'Sister School' and the Casey Central Network of schools</p>	<p><u>E-Learning:</u></p> <p>Fiona Brown Min Foley</p> <p><u>Publicity & Communication:</u></p> <p>Bek Bell</p>		<p>mentoring groups, peer to peer observations etc...</p> <p>Adaptation of the current writing approach to suit the needs of students and reflect current practice.</p> <p>Develop new rubrics for both writing and speaking and listening based on the current AusVELS curriculum.</p> <p>Establish moderation practices across the school for major discipline areas.</p> <p>Integration of elements of Cultural Studies into classroom practice.</p>
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<p><u>STUDENT ENGAGEMENT</u></p> <p>To improve student engagement and wellbeing.</p> <p>Goal 3</p> <p>Enhance community cohesion by the promotion of the school's vision and Pedagogical Master Plan in order to embed student-centred curricula and teaching and learning practices.</p> <p>Performance and Development Culture Implement DET P&D procedures by</p> <p>Building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for Leadership, Collaborative Teaching Teams (CTT) and School Improvement Team. (SIT)</p>	<p><u>AITSL-Connections and Relationships:</u></p> <p><u>Explore the concept of Positive Psychology through:</u></p> <p><u>Student Voice:</u> Consult, inform and implement Student Voice operational protocols and revisit, document and publish to the Community election process. Student Voice leadership team will be decided based on Merit and Equity process with representation of students in Year 3-6. Student Voice Leaders will lead student lead learning in Literacy. There will be a focus on feedback from students on their teacher's feedback.</p> <p><u>Student Voice and Learner Agency</u> -Explore elective sessions for senior students.</p> <p><u>Social Room-Rm 28</u> : Establish a meeting space for student voice, social skills program and feeling safe together.</p> <p><u>Pop up Play area</u> for Foundation students.</p> <p><u>Kitchen Garden:</u> Continue the implementation of the Stephanie Alexander Kitchen Garden Program. Develop student learning rubrics based on Speaking and Listening AusVELS.</p> <p><u>KidsMatter Framework:</u> The Kids Matter Action Team will continue to implement the Kids Matter Framework. Review Component 1 and then implement Component 2. Kids Matter Action Team to meet regularly and run whole staff training for each component.</p> <p><u>Attendance:</u> Consult, review, inform and implement attendance protocols. Continue to implement Every Day Counts initiative.</p> <p><u>Behaviour Management :</u> Consult, review, inform and implement Behaviour Management Framework Plan.</p> <p><u>Specialist Program:</u> Consult, inform and implement an Inquiry based Specialist Program in Music, Performing Arts, Science , Physical Education & Kitchen Garden.</p> <p><u>E-Learning:</u> DET Bully Stoppers select 'Cyber safety'</p>	<p>PD that builds on teacher understanding of the AITSL classroom practice continuum and the impact of multiple sources of feedback on student outcomes and teacher practice.</p> <p>Develop a peer to peer observation instructional model checklist. This will directly relate to the Multiple Sources of Feedback, reflection and building teacher capacity.</p> <p><u>Leading Teacher-Foundation & Junior</u> Robyn Trzeciak</p> <p><u>Leading Teacher- Middle & Senior</u> Margaret Dolan</p> <p>CTT Leaders Classroom and Specialist teachers</p>	<p><u>CTT- Student wellbeing & Behaviour Mangement:</u></p> <p>Rebecca Lanagan-Junior Laura McQueen-Middle Phil O'Reilly-Senior</p> <p><u>Student Voice:</u> Philip O'Reilly Laura McQueen</p> <p><u>Kitchen Garden:</u> Allison King Ella Ongarezos</p> <p><u>Kids Matter:</u> Laura McQueen Khalia Barker Carla Coutts</p> <p><u>Student Wellbeing Teacher</u> Laura McQueen Lyn Hempell-SSSO</p> <p><u>Attendance</u> Rebecca Lanagan-Whole school</p> <p><u>Behaviour Management</u> Rebecca Lanagan-Junior Laura Kelly-Middle Phil O'Reilly-Senior</p> <p><u>E-Learning</u> Fiona Brown Min Foley</p> <p><u>Welfare Liaison Officer</u> Nicole Handley</p> <p><u>Publicity & Communication:</u> Bek Bell</p>	<p>Website: Current updates and publish all policies related to Student Engagement.</p> <p><u>Publish weekly Connections features of Student Engagement and transfer to website.</u></p> <p>Review of SATS data in Term 1.</p> <p>Student Voice meetings-weekly</p> <p>Timetabled focused areas of the school-rotated each term</p> <p>Wellbeing professional development three times a term.</p> <p>Student Wellbeing Team will meet at least twice per term to work on the initiative. Regular features of work to be included in the newsletter and webpage.</p> <p><u>Publicity & Communication:</u> In Connections publish weekly features on Mathematics and transfer to Website.</p>	<p>All School climate component scores of the <u>staff opinion survey</u> will continue to trend towards the state.</p> <p><i>Increase the <u>Attitude to School's survey response in relation to student relationships and wellbeing.</u></i></p> <p><i>Classroom behaviour above 74.5</i></p> <p><i>Student safety above 74.</i></p> <p><i>Improvement in the student behaviour section of the <u>Parent Opinion survey in relation to student safety and classroom behaviour.</u></i></p> <ul style="list-style-type: none"> • Weekly forums conducted with the Student Voice leaders, with the School Captains running the meeting with staff as coaches. • The VCAL and Community Service students from Chisholm to support the Kitchen Garden. The Community Service students have a set placement at River Gum Primary School. • Implementation of the KidsMatter Framework • Increased community participation in school activities and events.
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<p><u>PATHWAYS & TRANSITION</u></p> <p>To improve student transitions into, through and beyond the school.</p> <p><u>Goal 4</u></p> <p>Further develop a sense of community where staff, parents and stakeholders are committed to working collaboratively to facilitate improvement in student transition and learning outcomes.</p> <p>Performance and Development Culture Implement DET P&DC procedures by building a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes by implementing the Bastow Coaching for leadership, Collaborative Teaching Teams (CTT) and School Improvement Team. (SIT)</p>	<p><u>Playgroup- Executive Leader Robyn Trzeciak</u> Continue to build the school playgroup, and build community links with families in partnership with Chisholm.</p> <p>Utilise the playgroup to encourage future families to enroll at River Gum.</p> <p>Staff Induction program includes implication from AEDI.</p> <p><u>Student Learning Data</u> Consult, Inform and implement Sentral for electronic collection and tracking of student data and work samples, it will be used by all stakeholders for student’s learning task and assessment and reporting</p> <p>Teachers continue to develop an understanding of student learning, social and emotional needs of each student prior to commencing the school year.</p> <p><u>Whole School Transition</u> Rebrand the existing Step Into Prep as the STAR program (School Transition At River Gum) to feature as a yearlong process occurring twice weekly throughout the year.</p> <p>Offer information sessions for new families earlier in the year to encourage enrolment as early as possible.</p> <p>Term 3 introduce a lunchtime transition program with Hampton Park Secondary College for ‘at risk’ senior students and provide classroom sessions for students in Term 4.</p> <p>Consult with family and previous school for new enrolment.</p> <p><u>Community Liaison</u> Expand the Community Liaison group to engage with the local community to showcase the achievements of River Gum Primary School and plan community events.</p> <p><u>Student Voice and Learner Agency</u> Explore elective sessions for senior students.</p>	<p>Continued partnership with Chisholm Early Childhood in regular playgroup sessions.</p> <p>Three way interviews, where students are leading and talking about their own learning goals and feedback to their teachers.</p> <p>Staff forums used for staff to meet with each other regarding the needs of their students for the following year.</p> <p>Parent forums held during prep transition for parents to have an understanding of their role in their child starting school.</p> <p>Student voice attends and contributes to whole school transition meetings.</p> <p>Students with siblings under 5 are encouraged to attend Playgroup by classroom teachers through communication with parents.</p> <p>Encouraging parents to attend community liaison and information sessions via a personal approach and documented in teacher diaries.</p> <p>Continuous enrolment occurring throughout 2105.</p>	<p><u>Leading Teacher – Foundation and Junior</u> Robyn Trzeciak</p> <p><u>Assistant Principal – Middle & Senior School</u> Margaret Dolan</p> <p><u>CTT Leaders</u> <u>Classroom teachers</u> <u>ES staff</u> <u>Data Entry</u> Classroom teachers <u>Tech support</u> Ben Isfu</p> <p>Assessment & Reporting Fiona Brown</p> <p>Whole School & Senior Transition Kyla Field</p> <p><u>Graduation:</u> Allison King</p> <p><u>Community Liaison:</u> Bec Lanagan Katherine Danckert– Bugaloo Crew Leader</p>	<p>Continue links with Chisholm Early Childhood</p> <p>Kinder/Foundation Transition Team to meet twice per term with the Hampton Park network</p> <p>Transition Team meet at least twice per term to develop the initiative Regular features of work included in Connections and Webpage.</p> <p>Leading the Transition and Pathways committee in the Casey Central Network.</p>	<p>The transitions component of the school climate of the <u>parent opinion survey</u> is in fourth quartile in 2014 .We will maintain this upward trend.</p> <p>School climate component scores of the <u>staff opinion survey</u> will continue to trend towards the state. Workshops provided to staff to understand the AEDI and its implications for student learning.</p>
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