School Strategic Plan for Torquay College
Barwon South Western Region
2013-2016

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<th>Endorsement by School Principal</th>
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<th>Endorsement by Regional Director or nominee</th>
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## School Profile

<table>
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<tr>
<th>Purpose</th>
<th>The school community to work together to enable and support all students to reach their full potential as life-long learners and global citizens in an engaging, inclusive and safe environment, underpinned by the school values.</th>
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| Values  | Respect  
Friendship  
Personal Best |

### Environmental Context

**Social – community and demographics**

Torquay College is located on the coast approximately 20 kilometres from Geelong and with established close links with the community.

The growth of housing in the immediate vicinity reflects the rapid growth of Torquay. This growth reflects the appeal of Torquay as a desirable location for Melbourne based commuters, for Geelong based commuters as well as those living and working in Torquay itself. Torquay, once known as a surfing village, is now a thriving retail, recreational, manufacturing and service centre and just as the community of Torquay has adapted to change, so too has Torquay College.

The dominant culture of Torquay College reflects a community concerned with the environment, eager to foster community links and aspiring for the best outcomes for their children. As a result, Torquay College is evolving as an increasingly significant centre in the life of this community. We as a school are also seeking opportunities for our students to experience different cultures, through our LOTE program and links with overseas schools and programs.

The college’s motto is “Living and Learning by the Sea” and it has three core values of respect, friendship and doing your best.
### Educational
Torquay College implements the Victorian Essential Learning Standards and will move to AusVels as required by DEECD. The college places a great emphasis on students reaching their potential in Literacy and Numeracy. Classrooms use an Inquiry Learning program, with topics reinforcing skills and knowledge ranging from science to health.

There is also a strong Environmental studies emphasis utilising the Environmental Centre and other areas of the school community. Currently specialist programs operate for Music, Visual Arts, LOTE (Indonesian) and Physical Education.

The College has a multi-age structure in Year 1-2, Year 3-4 and Year 5-6 with straight classes in Prep. Coaching is a major emphasis for teachers, with new staff being mentored and team-teaching being common across the school.

Extra student support programs are in place across the school, including Reading Recovery and Reading Rocks, as well as utilising the school chaplain, integration aides, parent volunteers and outside agencies.

Having a student voice is a major focus of the school, with students provided with a range of extracurricular activities for lunchtimes, including Junior School Council, Circus Troupe, choir, dancing and other clubs.

### Technological
Classrooms are equipped with computers at a ratio of 1:5. On top of this, there are currently two timetabled computer labs and trolleys of netbook computers available.

The Prep area is currently supplied with iPads in each classroom and the senior students have a 1:1 netbook program embedded in their teaching and learning program.

All teaching areas have access to interactive whiteboards, flip cameras, and other audio visual equipment to use as a teaching tool.

Teachers are supported with their ICT skills by an IT manager, an ICT Professional Learning Team and regular internal professional development opportunities.
## Environmental – grounds and facilities

Current and future facilities and gardens cater for all students. There is a Prep, Junior and Middle/Senior playground as well as designated passive areas. An extensive range of play spaces are provided. They include age appropriate challenge equipment, paved basketball, netball and handball areas and a full grass oval.

Torquay College is equipped with a stadium that contains two basketball courts, a stage for performances, a dance studio and several classroom spaces and offices. It is used by PE classes, extra-curricular clubs, assemblies and community groups.

The grounds are well established with attractive gardens including a harmony garden, an indigenous garden and herb/vegetable gardens. There are also a variety of animals onsite, including a chicken yard, native bird aviary and an Environmental Centre containing a variety of reptiles, mammals and amphibians.

All rooms are well-equipped, heated and conducive to effective learning.

Individual students and classes have access to a well-resourced library staffed by librarians.

In the east corner of the school is the area currently being used by Surf Coast Secondary College. This will be used by Torquay College when the secondary school relocates in the near future contains flexible learning environments, science labs, a recording studio and a Café-style kitchen.
<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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| **Student Learning**     | To improve and maximise learning outcomes for all students in Literacy and Numeracy, through a wide range of learning experiences, including inquiry learning and extra-curricular activities. | • To have all students ‘deemed capable’ make at least one year of VELS progress annually in Literacy and Numeracy (in line with Australian Curriculum where applicable).  
• To have all students ‘deemed not capable’ achieve all of their individual learning goals.  
• Increase the proportions of Year 3 and 5 students in Level 6 and Level 8 NAP Bands respectively, by 10% by 2015. | • Deepen (challenge, empower, embed, review) the teaching and learning practices of all staff.  
• Improve the consistency of teacher judgments by establishing a common approach to assessment, using assessment evidence to customise and improve student learning.  
• Deepen the capacity of all staff to meet the diverse learning needs of cohorts of students including Koori and ESL. |
| **Student Engagement and Wellbeing** | To deepen and strengthen students’ sense of connectedness to school and peers and promote a stronger sense of engagement in their learning. | • To improve the Teaching and Learning variables on student survey to be at least into the 3rd quartile over the strategic period.  
• To maintain student absences to be below state mean, over the life of the strategic plan. | • Continue to embed effective practices and procedures for managing student attendance.  
• Investigate and implement whole-school strategies to support the development of social skills, peer and school connectedness.  
• Maintain and deepen a focus on personal growth through development of responsibility as learners.  
• Continue to support student engagement and learning through the development and use of ICT across |
| Student Pathways and Transitions | To strengthen transitions and learning pathways for all students into, through and beyond the school. | Improve parent and student satisfaction with transitions into, through and beyond the school, as measured by school generated surveys and parent survey. Parents survey data to be at or above the 75th percentile over the strategic period. | Deepen protocols for transitions and pathways across all year levels K-6, with particular focus on moves between VELS levels: Year P/1, Year 2/3 and Year 4/5. |
### Key Improvement Strategies (KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tr>
<td></td>
<td>Develop a shared understanding of explicit teaching, rigour, quality tasks and best practice through Professional Development (PD), in Professional Learning Teams (PLT’s) and grade level teams.</td>
<td>Identify and establish PLT teams according to AIP 2013</td>
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<td>Implement further professional learning on differentiated teaching practice, including self-directed student learning.</td>
<td>All staff allocated to a PLT 2013</td>
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<td>Explore further ways to facilitate high quality teaching and learning in flexible open learning spaces, as they become available in the school.</td>
<td>PD to be implemented on a needs basis across College addressing AIP and staff PRP’s.</td>
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<td>Continue to develop and deepen distributive leadership by embedding the PLT structures across the school.</td>
<td>100% of teachers provided with SPA PD on accessing and utilising assessment</td>
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<td>Further develop and implement professional learning opportunities through visits to other classes and internal professional development presentations that build capacity of teachers, support collaboration and teacher reflection on practice.</td>
<td>Moderation will occur twice a year within teams and across teams in literacy and numeracy (consistent judgement to be reflected in VELs compared to NAPLAN data)</td>
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<td>Implement consistent and improved assessment moderation, case discussion at least twice yearly, within and across teams.</td>
<td>Document and implement Numeracy and Literacy assessment schedule</td>
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<td>Track, monitor and evaluate students’ progress on developmental continuums in Literacy and Numeracy and provide feedback within and across teams.</td>
<td>All students using all available ICT equipment daily</td>
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<td>Review Assessment schedules annually ensuring 3 sources of data used consistently across the school to inform instruction.</td>
<td>To have all students ‘deemed capable’ make at least one year of VELS progress annually in Literacy and Numeracy (in line with Australian Curriculum where applicable)</td>
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<td>Review and develop best practice in Speaking and Listening teaching and learning including assessment</td>
<td>To have all students ‘deemed not capable’ achieve all of their individual learning goals</td>
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<td>Continue to investigate and implement the purposeful use of ICT for teaching and learning</td>
<td>At least 31% of year 3 students achieving band 6 in NAPLAN reading</td>
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<td>At least 26% of year 5 students achieving band 8 in NAPLAN reading</td>
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<td></td>
<td></td>
<td>At least 10% of year 3 students achieving band 6 in NAPLAN writing</td>
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Deepen (challenge, empower, embed, review) the teaching and learning practices of all staff.

Improve the consistency of teacher judgments by establishing a common approach to assessment, using assessment evidence to customise and improve student learning.

Deepen the capacity of all staff to meet the diverse learning needs of cohorts of students including Koori and ESL.
### Year 2

- Consolidate shared understanding of explicit teaching, rigour, quality tasks and best practice through Professional Development (PD), in Professional Learning Teams (PLT’s) and grade level teams.
- Consolidate distributive leadership by embedding the PLT structures across the school.
- Review the teaching and learning coaching model to improve teaching practice.
- Consolidate consistent and improved assessment moderation, case discussion at least twice yearly, within and across teams.
- Continue to track, monitor and evaluate students’ progress on developmental continuums in Literacy and Numeracy and provide feedback within and across teams.
- Review Assessment schedules annually ensuring 3 sources of data used consistently across the school to inform instruction.
- Consolidate professional learning opportunities through visits to other classes and internal professional development presentation that build capacity of teachers, supports collaboration and teacher reflection on practice.
- Implement high quality teaching and learning in flexible learning spaces, as they become available in the school.
- Consolidate Speaking and Listening assessments practices, particularly to include substantive conversations.
- Consolidate differentiated teaching practice, including self-directed student learning.
- Consolidate implementation of learning goals and Individual Learning plans to meet the individual needs of students.
- Continue to investigate and implement the purposeful use of ICT for teaching and learning.

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| At least 14% of year 5 students achieving band 8 in NAPLAN writing |
| At least 15% of year 3 students achieving band 6 in NAPLAN numeracy |
| At least 19% of year 5 students achieving band 8 in NAPLAN numeracy |

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| Continue to provide access to high quality PD both internally and externally to meet identified needs of AIP and Staff PRP |
| Identify and establish PLT teams according to AIP 2014 |
| All staff allocated to a PLT 2014 |
| 100% of teachers assessment data base (SPA/ Ultranet) accessing and utilise assessment 2014 |
| Moderation will occur twice a year within teams and across teams in literacy and numeracy (consistent judgement to be reflected in VELs compared to NAPLAN data) |
| Implement Numeracy and Literacy assessment schedule 2014 |
| Teachers working collaboratively in flexible learning spaces |
| All students understand and working towards individualised learning goals and this process is visible in all classrooms |
| All students using all available ICT equipment daily |
| To have all students ‘deemed capable’ make at least one year of VELS progress annually in Literacy and Numeracy (in line with Australian standards) |
| Year 3 | Review distributive leadership by embedding the PLT structures across the school.  
Consolidate high quality teaching and learning in flexible open learning spaces and provides professional development that build capacity of teachers, supports collaboration and teacher reflection on practice.  
Continue to track, monitor and evaluate students’ progress on developmental continuums in Literacy and Numeracy and provide feedback within and across teams.  
Review Assessment schedules annually ensuring 3 sources of data used consistently across the school to inform instruction.  
Consolidate differentiated teaching practice, including self-directed student learning.  
Continue to investigate and implement the purposeful use of ICT for teaching and learning |
|---|---|
| | Continue to provide access to high quality PD both internally and externally to meet identified needs of AIP and Staff PRP  
Identify and establish PLT teams according to AIP 2015  
All staff allocated to a PLT  
100% of teachers assessment data base (SPA/Ultranet) accessing and utilise assessment  
Moderation will occur twice a year within teams and across teams in literacy and numeracy (consistent judgement to be reflected in VELs compared to NAPLAN data)  
Teachers working collaboratively in flexible learning spaces demonstrating innovative practices  
All students understand and working towards individualised learning goals and this process is |
| Year 4 | All staff involved in reviewing 4 year strategic plan  
All students using all available ICT equipment daily  
To have all students ‘deemed capable’ make at least one year of VELS progress annually in Literacy and Numeracy (in line with Australian Curriculum where applicable).  
To have all students ‘deemed not capable’ achieve all of their individual learning goals.  
At least 38% of year 3 students achieving band 6 in NAPLAN reading  
At least 33% of year 5 students achieving band 6 in NAPLAN reading  
At least 20% of year 3 students achieving band 6 in NAPLAN numeracy  
At least 24% of year 5 students achieving band 8 in NAPLAN numeracy |
|--------|---|
| • School review year.  
• Track, monitor and evaluate students’ progress on developmental continuums in Literacy and Numeracy and provide feedback.  
• Ensure there are 3 sources of data (as outlined in assessment schedules) used consistently across the school to inform instruction.  
• Review Assessment schedules  
• Review differentiated teaching practice, including self-directed student learning.  
• Review implementation of ICT for teaching and learning | visible in all classrooms  
All students using all available ICT equipment daily.  
To have all students ‘deemed capable’ make at least one year of VELS progress annually in Literacy and Numeracy (in line with Australian Curriculum where applicable).  
To have all students ‘deemed not capable’ achieve all of their individual learning goals.  
At least 36% of year 3 students achieving band 6 in NAPLAN reading  
At least 31% of year 5 students achieving band 8 in NAPLAN reading  
At least 15% of year 3 students achieving band 6 in NAPLAN writing  
At least 19% of year 5 students achieving band 8 in NAPLAN writing  
At least 20% of year 3 students achieving band 6 in NAPLAN numeracy  
At least 24% of year 5 students achieving band 8 in NAPLAN numeracy |
At least 17% of year 3 students achieving band 6 in NAPLAN writing
At least 21% of year 5 students achieving band 8 in NAPLAN writing
At least 22% of year 3 students achieving band 6 in NAPLAN numeracy
At least 26% of year 5 students achieving band 8 in NAPLAN numeracy

Continue to embed effective practices and procedures for managing student attendance
Investigate and implement whole-school strategies to support the development of social skills, peer and school connectedness.
Maintain and deepen a focus on personal growth through development of responsibility as learners.
Continue to support student engagement and learning through the development and use of ICT across the school.

| Year 1 | Continue to develop the P-2 Social Skills program and expand to include Years 3-6.  
Develop Torquay College engagement and wellbeing policy – incorporating consistent agreed practices and elements from programs such as TRIBES, Restorative Practices, school values and other social or wellbeing programs.  
Continue to develop and implement a range of extracurricular activities  
Develop an induction program for staff, students - include school processes, professional protocols and expectations of staff.  
Use parent surveys to determine school needs for student safety and provide feedback to parents, staff and students.  
Consistently administer Student Attitudes to School Survey – implement modified survey to other year levels.  
Continue to deepen: student leadership opportunities  
Recognising strengths and enhancing student voice - through processes and programs such as; multi-aged classes and activities, cross-grade buddies, and personal learning goals for students.  
Conduct strategic discussion forums with staff and parents around homework expectations  
Actively pursue new ICT initiatives as they become available to further enable all students to broaden personal development  
Incorporate ICT professional learning components in each teacher development plan (FRP)  
Continue to develop, implement and review a school wide ICT scope and sequence  
Social Skills program available for all students identified and referred by teachers. Deliver at least one program in each area of the school.  
Student incidents are managed according to school engagement and well-being policy  
All staff apply student Engagement and Well-being policy to classroom practise  
Students having options to participate in 8 extracurricular activities across the College  
Documented induction program on Staff intranet  
Student leaders will be provided with leadership training  
Staff PRPs will reflect ICT goals  
Increase the score of the ‘Homework’ variable from the Parent Opinion survey from 4.96 (2012) to 5.15 in 2013  
Increase the score of the ‘Student Safety’ variable from the Attitudes to School survey from 4.37 (2012) to 4.45 in 2013  
Increase the score of the ‘Student Morale’ variable from the Attitudes to School survey from 5.57 (2012) to 5.65 in 2013  
To maintain student absences to be below state mean, over the life of the strategic plan. |
| Year 2 | Continue to provide parents with consistent and agreed notification of non-attendance at school.  
| | Explore further ways to ensure continuity of learning for those students and families taking extended breaks from school.  
| | Implement Torquay College engagement and wellbeing policy – incorporating consistent agreed practices and elements from programs such as TRIBES, Restorative Practices, school values and other social or wellbeing programs.  
| | Continue to develop and implement a range of extracurricular activities  
| | Implement an induction program for staff and students to Include school processes, professional protocols and expectations of staff - review annually  
| | Consolidate student leadership opportunities recognising strengths and enhancing student voice - through processes and programs such as; multi-aged classes and activities, cross-grade buddies, and personal learning goals for students.  
| | Consolidate ICT initiatives as they become available to further enable all students to broaden personal development.  
| | Provide professional learning for all staff (as needed), on using ICT for teaching and learning.  
| | Incorporate ICT professional learning components in each teacher development plan (PRP). | Social Skills program available for all students identified and referred by teachers. Deliver at least one program in each area of the school.  
| | Student incidents are managed according to school engagement and well-being policy  
| | All staff apply Student Engagement and Well-being policy to classroom practises  
| | Students having options to participate in at least 8 extra-curricular activities across the College  
| | Documented induction program on Staff intranet  
| | Student leaders will be provided with leadership training  
| | Increase the score of the ‘Homework’ variable from the Parent Opinion survey from 4.96 (2012) to 5.20 in 2014  
| | Increase the score of the ‘Student Safety’ variable from the Attitudes to School survey from 4.37 (2012) to 4.55 in 2014  
| | Increase the score of the ‘Student Morale’ variable from the Attitudes to School survey from 5.57 (2012) to 5.70 in 2014  
| | Staff PRPs will reflect ICT goals  
| | To maintain student absences to be below state mean, over the life of the strategic plan. |

| Year 3 | Expand ways to ensure continuity of learning for those students and families taking extended breaks from school.  
| | Consolidate Torquay College engagement and wellbeing policy – incorporating consistent agreed practices and elements from programs such as TRIBES, Restorative Practices, school values and other social or wellbeing programs.  
| | Continue to embed and review a range of extracurricular activities  
| | Further deepen and explore ways to ensure richness of curriculum to engage students through professional development and regular staff sharing. | Social Skills program available for all students identified and referred by teachers. Deliver at least one program in each area of the school.  
| | Student incidents are managed according to school engagement and well-being policy  
| | All staff apply Student Engagement and Well-being policy to classroom practises  
| | Students having options to participate in at least 8 extra-curricular activities across the College  
| | Documented induction program on Staff intranet |
• Review Homework policy and homework expectations
• Implement ICT initiatives as they become available to further enable all students to broaden personal development.
• Review professional learning for all staff (as needed), on using ICT for teaching and learning.
• Incorporate ICT professional learning components in each teacher development plan (PRP).

Student leaders will be provided with leadership training
Increase the score of the ‘Homework’ variable from the Parent Opinion survey from 4.96 (2012) to 5.25 in 2015
Increase the score of the ‘Student Safety’ variable from the Attitudes to School survey from 4.37 (2012) to 4.60 in 2015
Increase the score of the ‘Student Morale’ variable from the Attitudes to School survey from 5.57 (2012) to 5.75 in 2015
...Staff PRPs will reflect ICT goals
To maintain student absences to be below state mean, over the life of the strategic plan.

Year 4
• School Review year
• Survey parent focus groups about student safety issues and school effectiveness in addition to current surveys - Use information from surveys as a tool for discussion and constructive feedback to parents, staff and students
• Review Torquay College engagement and wellbeing policy – incorporating consistent agreed practices and elements from programs such as TRIBES, Restorative Practices, school values and other social or wellbeing programs.
• Review a range of extracurricular activities such as clubs.
• Continue to engage all staff in discussions of current pedagogies relating to the teaching and learning benefits of multi-aging.

Increase the score of the ‘Homework’ variable from the Parent Opinion survey from 4.96 (2012) to 5.30 in 2016
Increase the score of the ‘Student Safety’ variable from the Attitudes to School survey from 4.37 (2012) to 4.65 in 2016
Increase the score of the ‘Student Morale’ variable from the Attitudes to School survey from 5.57 (2012) to 5.80 in 2016
To maintain student absences to be below state mean, over the life of the strategic plan.

Deepen protocols for transitions and pathways across all year levels K-6, with particular focus on moves between VELS levels: Year P/1, Year 2/3 and Year 4/5.

Year 1
• Continue and deepen effective agreed processes and protocols to support successful transitions from K-Prep and Year 6-7 – encourage additional visits by kindergarten students at regular times across the year.
• Deepen and enhance the buddy program between Prep and Year 6 students – having Year 6 students meet with their Prep buddies (as Kinder students), at the end of year 5.
• Continue to encourage and increase interaction between all year levels in the school and improve the programs offered.

Document a whole school transition program that includes all transition stages.
Induction process operating
Buddy program to include prep-6
Increased transition opportunities for all students K-7
Documented and utilised transition timeline
• Develop and document a yearly transition timeline to include all transitions and pathway milestones for students P-6 across the school and into Year 7.
• Streamline processes for nominating Year 6 student leadership positions to be toward the end of year 5 – Include on the transition timeline.
• Establish leadership development program for student leaders.
• Continue to monitor, track and evaluate student outcomes annually to check effectiveness of transition.
• Improve communication to inform the school community about agreed programs and processes for transitions - include the use of ICT for communication with parents.
• Engage staff in discussions to develop consistent and improved protocols toward transitions between year levels - Pass relevant information and assessments onto new teachers.
• Document and follow induction/transition processes for new students/families to the school.

Increase the score of the ‘Transitions’ variable from the Parent Opinion survey from 5.67 (2012) to 5.72 in 2013
Increase the score of the ‘School Connectedness’ variable from the Attitudes to School survey from 4.21 (2012) to 4.30 in 2013
Year 6 leaders selected in previous year and attend leadership training and development program.
Transition program and timeline documented on school website.

Year 2
• Consolidate effective agreed processes and protocols to support successful transitions from K-Prep and Year 6-7 – encourage additional visits by kindergarten students at regular times across the year.
• Consolidate buddy program between Prep and Year 6 students – having Year 6 students meet with their Prep buddies (as Kinder students), at the end of year 5.
• Continue to encourage and increase interaction between all year levels in the school and improve the programs offered.
• Review timeline all transitions and pathways milestones for students P-6 across the school and into Year 7.
• Review processes for nominating Year 6 student leadership positions to be toward the end of year 5 – Include on the transition timeline.
• Consolidate leadership development program for student leaders.
• Continue to monitor, track and evaluate student outcomes annually to check effectiveness of transition.
• Engage staff in discussions to develop consistent and improved

Document a whole school transition program that includes all transition stages.
Induction process operating.
Buddy program to include prep-6.
Increased transition opportunities for all students K-7.
Documented and utilised transition timeline.
Increase the score of the ‘Transitions’ variable from the Parent Opinion survey from 5.67 (2012) to 5.80 in 2014.
Increase the score of the ‘School Connectedness’ variable from the Attitudes to School survey from 4.21 (2012) to 4.40 in 2014.
Year 6 leaders selected in previous year and attend leadership training and development program.
<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>• Review effective agreed processes and protocols to support successful transitions from K-Prep and Year 6-7 – encourage additional visits by kindergarten students at regular times across the year.</td>
<td>• School Review year</td>
</tr>
<tr>
<td>• Review communication to inform the school community about agreed programs and processes for transitions - include the use of ICT for communication with parents</td>
<td>• Review process for monitoring, tracking and evaluating student outcomes</td>
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<tr>
<td>• Engage staff in discussions to develop consistent and improved protocols toward transitions between year levels - Pass relevant information and assessments onto new teachers each year at strategic times, for effective discussion of identified students in need of additional support.</td>
<td>• Engage staff in discussions to develop consistent and improved protocols toward transitions between year levels. Pass relevant information and assessments onto new teachers.</td>
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<tr>
<td>• Review induction/transition processes for new students/families to the school – Include in the induction program.</td>
<td>• Review interaction between all year levels in the school and improve the programs offered to support transition</td>
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Document a whole school transition program that includes all transition stages.

Induction process operating

Buddy program to include prep-6

Increased transition opportunities for all students K-7

Increase the score of the ‘Transitions’ variable from the Parent Opinion survey from 5.67 (2012) to 5.90 in 2015

Increase the score of the ‘School Connectedness’ variable from the Attitudes to School survey from 4.21 (2012) to 4.50 in 2015

Year 6 leaders selected in previous year and attend leadership training and development program

— Transition program and timeline documented on school website

Review all transitions and pathways process and programs

Increase the score of the ‘Transitions’ variable from the Parent Opinion survey from 5.67 (2012) to 5.75 in 2016

Increase the score of the ‘School Connectedness’ variable from the Attitudes to School survey from 4.21 (2012) to 4.60 in 2016