<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
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</table>
| Signed ...........................
| Name    Malcolm Aspinall
| Date    7/5/2012
<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
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<tbody>
<tr>
<td>Name</td>
<td>Jenny Staff</td>
</tr>
<tr>
<td>Date</td>
<td>7/5/2012</td>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

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<th>Endorsement by Regional Network Leader</th>
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<tr>
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## School Profile

### Purpose
To develop a partnership with our families and the wider community to inspire and support all students to become self-motivated life time learners, within a caring and friendly environment, guiding our students to become responsible, socially considerate and engaged individuals.

### Values
The following agreements assist and guide Upwey Primary school to develop a strong foundation that is interwoven through all learning experiences and relationships.

**OUR SEVEN AGREEMENTS**

- **Appreciation** – showing empathy and thanks to others
- **Attentive Listening** – using your mind, eyes, ears and heart
- **Integrity** - display truth, honesty, responsibility, loyalty and courage
- **Mutual Respect** - show respect, fairness, strength, consideration and sincerity
- **Right to Pass/Participate** – have time to think and become involved
- **Resilience** - develop courage, initiative, flexibility, humour and an ability to bounce back
- **Personal Best** – striving for personal excellence

### Environmental Context
Upwey Primary School was established in 1934 and the current main office and classroom buildings were opened in 1998. We offer our students an attractive setting, extensive grounds and a variety of playgrounds. We have modern buildings and are located on a natural picturesque site that takes advantage of the beauty of the Dandenong Ranges. Upwey Primary School is an active member of the Dandenong Ranges Network which brings together 27 Government schools in the local area who work together to improve the delivery of education to the area.

A considerable proportion of families receive Educational Maintenance Allowances with the school’s SFO Index being 0.5309. The staff mix combines experienced teachers with a range of accomplished and graduate teachers. The school has 8.6 equivalent full time staff: 1 Principal, 4.3 EFT Teacher class and 3.3 EFT Education Support class.

A commitment to integrating Information and Communications Technology is demonstrated and supported by the use of interactive whiteboards in all classrooms as well as a computer lab and classroom computers available for learning groups.

Upwey Primary School is committed to continuous improvement and strives towards achieving excellence with an emphasis on literacy and numeracy skills. Upwey Primary School is characterised by its community oriented approach, pastoral care and a desire to incorporate extracurricular opportunities into the curriculum. The school works towards greater support for healthy lifestyles and a sustainable environment, including the development of a school vegetable garden and associated student kitchen. As a Tribes Learning Community we are committed to encouraging social competencies and valuing the interaction of children with each other in a safe and supportive environment.
## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Improve student learning outcomes in literacy and numeracy from Prep to Year 6.</td>
<td>Embed a whole school approach to teaching learning and assessment that ensures purposeful and explicit learning for every student.</td>
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<td>VELS. By 2015 each student, deemed capable, to improve more than one VELS level over each two year period from Year 1 to Year 6; and all preps, deemed capable, to achieve level one as a minimum. By 2015 improve the percentage of students in Years P-6 achieving at or above their indicative levels in reading, writing, and numeracy. <strong>NAPLAN</strong> By 2015 show a decreasing percentage of students in Years 3 and 5 achieving below Bands 3 and 5 respectively for reading, writing, spelling, grammar and punctuation. By 2015 reduce the percentage of students deemed capable below national minimum standard to zero. By 2015 improve the numeracy matched cohort growth to equal the state mean.</td>
<td>Enhance purposeful teaching practices by building staff capacity within a framework of collaborative teams.</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>To have all students feel connected to school and engaged in stimulating learning.</td>
<td>Develop the capacity of teachers to engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and creative thinking and increased independence and interdependence.</td>
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<td>Variable scores on the attitudes to school survey for • Teacher empathy to be at least 4.50 (currently 4.50). • Stimulating learning to be at least 4.30 (currently 4.27). • School connectedness to be at least 4.62 (currently 4.62). • Student safety to be at least 4.74 (currently 4.74). Average days absent across the school to be 13 days or less. (Currently 15.2)</td>
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<td><strong>Student Pathways and Transitions</strong></td>
<td>To enhance the transition of students into, within and out of the school in order to realise their full academic and social potential.</td>
<td>Develop transition processes into, through and between schools that track each student’s learning journey.</td>
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<td>By 2015 the mean for the transition variable on the parent opinion survey to be 5.8 or greater. (current 5.36) By 2015 the mean for the general satisfaction variable on the parent opinion survey to be 5.9 or greater. (current 5.54) Establish student satisfaction benchmarks/targets with students new to the school.</td>
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<tr>
<td>Year</td>
<td>Key Improvement Strategies</td>
<td>Actions</td>
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|        | Embed a whole school approach to teaching, learning and assessment that ensures purposeful and explicit learning for every student. | • Review weekly and term curriculum planning tools and select a common approach across the school. Planners to include the ability to differentiate curriculum and individual learning plans.  
• Encourage a culture of high expectations for student learning and challenge students to perform above expected levels. Trial the consistent use of three Circle times daily across the school. (Beginning the day – Personal, After lunch – Social and End of the day – Reflection on Learning)  
• Share ideas on developing student portfolios that show the setting of learning goals, self reflection and evaluation of their learning.  
• Improve NAPLAN results. Experience the test and its demands so as to discuss and demonstrate strategies with students. Analyse individual test items, particularly when done as part of a professional learning team, perhaps at a Network level, so as to inform planning for both individual and year level teaching and learning. Track NAPLAN results for individual students to demonstrate if students are working above the expected national level.  
• Review the teaching and assessment of writing and mathematics across the school.  
• Review and develop Inquiry Units incorporating concepts and themes based on Gardiner’s Multiple Intelligences and Bloom’s Taxonomy across the school. | • Area Level Meetings to determine format for weekly and term planners. Term 1 2012  
• Staff Meeting in Term 1 to discuss planning formats  
• Circle time documented in weekly and term planners fo each Year level  
• Staff Meetings to determine contents of the student learning portfolios for 2012 and beyond  
• Area Level Meeting (Level 3.4) PD in April “Experience NAPLAN”- English Reading test from 2011  
• NAPLAN results – Use NAPLAN Data Service Report “Student Comparison Report” results. 75% of children deemed capable to achieve a difference of at least100 Reading and Numeracy (Yr 5 children)  
• Implement SPA software as a key element in data analysis  
• Two PD Staff Meetings - Review Writing & Mathematics  
• PD “e5 Mathematics Teaching”- Curriculum Day – 6th November  
• Draft document written detailing Inquiry Units across the school with term and annual planning tools  
• Staff Performance Plans aligned to incorporate e5 |
|        | Enhance purposeful teaching practices by building staff capacity within a framework of collaborative teams. | • Trial weekly and term curriculum planning tools selected.  
• Embed a culture of high expectations for student learning and challenge students to perform above expected levels.  
• Engage students in setting learning goals, self reflection and evaluation of their learning.  
• Extend the implementation of teaching and learning rubrics and provide opportunities for students to show what they learned in inquiry through the use of Gardiner’s Multiple Intelligences/Blooms higher order thinking.  
• Trial three way conferences and individual learning portfolios so students can share their learning goals and celebrate achievements.  
• Continue the consistent use of three Circle times daily across the school. (Beginning the day – Personal, After lunch – Social and End of the day – Reflection on Learning.)  
• Implement agreed format for student portfolios. | • Common/Agreed format for weekly and term planners introduced for 2013  
• Staff PD on Questioning Skills to encourage higher order thinking skills  
• Students to have a personal reflection and goal setting journal. (Possible inclusion in portfolio)  
• Student Portfolios created with content list inside cover  
• Trial parent/teacher/student “Sharing Time” sessions at end of Semester 1  
• Circle time documented in weekly and term planners for each Year level  
• NAPLAN results – Use NAPLAN Data Service Report “Student Comparison Report” results.80% of children deemed capable to achieve and difference of at least100 in Reading and Numeracy  
• Document Writing & Mathematics teaching and assessment procedures  
• Document detailed Inquiry Units. Implement these across the school via term and annual planning outcomes with associated rubrics developed for each unit (Odd Year)  
• Staff Performance Plans aligned to incorporate e5 and include explicit teaching of mathematics and writing in the classroom |
| Year 3  | Implement weekly and term curriculum planning tools across the school.  
• Continue using three way conferences and individual learning portfolios so students can share their learning goals and celebrate achievements with parents. | • Embed common/agreed formats for weekly and term planners  
• Implement Student Portfolios across the school |
<table>
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<tr>
<th>Year 4</th>
<th>Year 1</th>
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| • Evaluate the culture of high expectations for student learning that challenges students to perform above expected levels.  
• Evaluate the use of three Circle times daily across the school.  
• Embed student portfolios.  
• Continue the implementation of teaching and learning rubrics. | • NAPLAN results – Use NAPLAN Data Service Report “Student Comparison Report” results. 90% of children deemed capable to achieve and difference of at least 1 in Reading and Numeracy  
• Document detailed Inquiry Units. Implement these across the school via term and annual planning outcomes with associated rubrics developed for each unit (Even Year)  
• Staff PD on assessment procedures including rubrics, units/projects, common assessment tasks etc. |
| • NAPLAN results – Use NAPLAN Data Service Report “Student Comparison Report” results. 95% of children deemed capable to achieve and difference of at least 100 in Reading and Numeracy  
• Review and evaluate Inquiry Units across the school with term and annual planning outcomes and associated rubrics, work units/projects, common assessment tasks etc.  
• Common format for weekly and term planners reviewed and evaluated | • Review and evaluate the use/contents of Student Portfolios  
• Embed the use of Gold (100% attendance) and Silver (94%+) Awards to recognise student attendance each term  
• Track students with high level of non attendance and late attendance in a record book  
• Term planners to indicate utilisation of the Vegie garden and cooking activities in the Student Kitchens  
• Trial increased Junior School Council involvement with discussions occurring within classroom Tribes Learning Community Circle time  
• Embedding of Passions program in the school curriculum  
• Embedding Kitchen garden program in term/weekly planners  
• JSC to assess ideas for fundraising opportunities and document decision for philanthropic  
• Children to take responsibility through House groups for clean up of the school grounds  
• Inquiry Units to be developed and implemented across school |
| • Continue to make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes, record absences on student reports and monitor attendance of students with high levels of absence from school. Utilise activities such as Friday breakfast at school and attendance awards within the “It’s Not Okay to be Away” program. Develop awards to recognise high levels of student attendance. Monitor students with high levels of absences.  
• Implement the student wellbeing aspects of the physical, personal and social learning strand of VELS within the context of electronic unit planners. Utilise the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools.  
• Promote and celebrate student leadership throughout the school and the involvement of students in the broader community. Expand the Junior School Council to encourage more student involvement and decision making.  
• Develop the capacity of teachers to engage students in stimulating learning that ensures a greater level of personal learning opportunities, improved problem solving and creative thinking and increased independence and interdependence. | • Embed the use of Gold (100% attendance) and Silver (94%+) Awards to recognise student attendance each term  
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• Inquiry Units to be developed and implemented across school |
| Year 2 | Ensure the Ultrnet initiative is effectively implemented and continue to explore e-learning opportunities by ensuring information communication technologies (ICT), particularly the use of interactive whiteboards, are fully integrated across all areas of the curriculum. Continue to build teacher skills in ICT use and provide annual updates of hardware and software resources. Continue to make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes, record absences on student reports. Continue to present awards to recognise high levels of student attendance. Continue to monitor students with high levels of absences and address specific issues. **Extend the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools. |
| Year 3 | Embed the use of awards to recognise high levels of student attendance. Evaluate the monitoring process for students with high levels of absences and evaluate processes in dealing specific issues. **Embed the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools. Build the students’ ability to describe their learning and hence take ownership of that learning through a rigorous use of the principles of the e² Instructional Model. |
| Year 4 | Evaluate the use of awards to recognise high levels of student attendance. Evaluate the monitoring process for students with high levels of absences and evaluate processes in dealing specific issues. **Evaluate the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools. |
| Year 1 | Review and update transition documentation to reflect practice creating a one-page overview incorporating a consistent communication protocol, continuous review and improvement process, people responsible and resources. Introduce the implementation of a tracking tool, Student Performance Analyser (SPA), to further monitor and provide personalised pathways. Focus on data driven planning for explicit teaching and learning. Build on processes for monitoring and tracking each student’s progress as they move through the school. Build scrutiny of literacy and numeracy data to inform planning, prompt intervention and support teacher judgements. Participate in collaborative professional learning opportunities with local preschools, and |

- **Develop transition processes into, through and between schools that track each student’s learning journey.**
- **Year 1**
  - Review and update transition documentation to reflect practice creating a one-page overview incorporating a consistent communication protocol, continuous review and improvement process, people responsible and resources.
  - Introduce the implementation of a tracking tool, Student Performance Analyser (SPA), to further monitor and provide personalised pathways. Focus on data driven planning for explicit teaching and learning. Build on processes for monitoring and tracking each student’s progress as they move through the school. Build scrutiny of literacy and numeracy data to inform planning, prompt intervention and support teacher judgements.
  - Participate in collaborative professional learning opportunities with local preschools, and

- **Year 2**
  - Ensure the Ultrnet initiative is effectively implemented and continue to explore e-learning opportunities by ensuring information communication technologies (ICT), particularly the use of interactive whiteboards, are fully integrated across all areas of the curriculum. Continue to build teacher skills in ICT use and provide annual updates of hardware and software resources.
  - Continue to make explicit to students and families the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes, record absences on student reports. Continue to present awards to recognise high levels of student attendance. Continue to monitor students with high levels of absences and address specific issues.
  - **Extend the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools.

- **Year 3**
  - Embed the use of awards to recognise high levels of student attendance. Evaluate the monitoring process for students with high levels of absences and evaluate processes in dealing specific issues.
  - **Embed the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools.
  - Build the students’ ability to describe their learning and hence take ownership of that learning through a rigorous use of the principles of the e² Instructional Model. ???

- **Year 4**
  - Evaluate the use of awards to recognise high levels of student attendance. Evaluate the monitoring process for students with high levels of absences and evaluate processes in dealing specific issues.
  - **Evaluate the use** of the Tribes Learning Communities activities, kitchen garden program, cross age tutoring, school sanctuary program and the extra curricula activities program, Passions, as motivating tools.

- **Year 5**
  - Schedule Interactive Whiteboard professional learning activities in the Staff PD Plan for the year.
  - Track students with high level of non attendance and attendance in a record book & semester written reports.
  - Trial an increase in the Junior School Council with membership to include a male and female from each yr level.
  - Buddies Program to cater for student assistance with regular interdependence on other students.
  - Trial leadership skills growth by putting children in charge running JSC meetings.
  - Run regular forums to explore student opinion.
  - Embed the circle time, and Tribes’ practices.
  - Staff briefing meeting to discuss and utilise feedback from PoLT and Attitudes to School student opinion surveys.

- **Year 6**
  - Track students with high level of non attendance and attendance in a record book.
  - Review School Level Report data about Student Attendance. Attendance to be at or below 14.2 absences.
  - Trial an increase in the Junior School Council with membership to include a male and female from each yr level.
  - Buddies Program to cater for student assistance with regular interdependence on other students.
  - Trial leadership skills growth by putting children in charge running JSC meetings.
  - Embed the circle time, and Tribes’ practices.
  - Utilise feedback from PoLT and Attitudes to School student opinion surveys.

- **Develop transition processes into, through and between schools that track each student’s learning journey.**

- **Year 1**
  - **Draft a Transition Overview document detailing annual programs, protocols, procedures, responsibilities and resources to be developed.**
  - **Schedule two Professional Learning events for staff to become familiar with using SPA data.**
  - **Designate a PreSchool to Prep Transition Co-ordinator Year 6 - 7 Transition Co-ordinator to be involved in the Dandenong Ranges Network transition meetings.**
  - **Schedule an annual meeting between the PreSchool to**
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<td>Continue the development of common procedures for the induction of new students in Years 1-6: Including assessment of student skills; parent expectations; a trial day for students. Utilise references such as the Teachers Resource Kit - Moving Schools: Making the transition positive.</td>
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<td>Develop and trial activities that provide a high profile of the school with continued emphasis on parent involvement and community participation, i.e. community service, work experience, Education Week, etc.</td>
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<tr>
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<tr>
<td>Evaluate activities involving parent involvement and community participation, i.e. community service, work experience, Education Week, etc.</td>
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Secondary colleges.

- Continue the development of common procedures for the induction of new students in Years 1-6: Including assessment of student skills; parent expectations; a trial day for students. Utilise references such as the Teachers Resource Kit - Moving Schools: Making the transition positive.
- Develop and trial activities that provide a high profile of the school with continued emphasis on parent involvement and community participation, i.e. community service, work experience, Education Week, etc.

Prep Transition Co-ordinator and the local PreSchool director during Term 1 to discuss and plan events for the year.

- Purchase the Moving Schools: Making the transition positive document to be used as staff reference material.
- Draft a document detailing procedures for the induction of new students in Years 1 to 6.
- Draft a single page document indicating a yearly plan for community involvement activities.
- Implement the Transition Overview document detailing annual programs, protocols, procedures, responsibilities and resources to be developed.
- Implement the “Transition: Years 1 to 6” document detailing procedures for the induction of new Year 1 – 6 students into the school.
- Improve transfer of transition information and student portfolios to the next year level with designated “Transitioning Time” allocation of 2 hours during the Initial Planning Day on 29th January.
- Implement a single page “School Community Involvement at Upwey PS” document indicating a yearly plan for community involvement activities.

(Include Family Picnic Nights, Open Evening during Education Week, What’s Happening Hour Information evening, Passions, PMP, Playgroup, Special Person’s I Working Bee, Year 3

- Embed common procedures for the induction of new students in Years 1-6: Including assessment of student skills; parent expectations; a trial day for students. |
- Embed the “Transition: Years 1 to 6” document detailing procedures for the induction of new Year 1 – 6 students into the school. |

Year 4

- Evaluate activities involving parent involvement and community participation, i.e. community service, work experience, Education Week, etc. |
- Evaluate the “School Community Involvement at Upwey PS” document. |
- Half year survey for Prep parents to ascertain level of satisfaction in their child’s transition to Prep. |
- End of year/End of Term 1 survey for all parents to indicate level of satisfaction with transition to the new year level.