



School Strategic Plan for Wales Street Primary School Northern Region 2013 - 2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Christopher Leo Sexton</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Natasha Kinsman</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Wales Street Primary School strives to develop students who enjoy learning and to be engaged, creative and self-motivated. Students at our school will acquire knowledge, values, and academic and life skills to become reflective thinkers who are socially, environmentally and globally aware. The school promotes academic excellence; nurturing each student's talents whilst developing community minded individuals who embrace diversity and are respectful of each other and themselves.</p>
Values	<p>The Wales Street Primary School community believes the following values reflect the ethos and culture our school community aspires to develop in our children: Humour, Creativity, Kindness/ Empathy, Respect, Integrity, Responsibility, Co-operation/teamwork.</p> <p>These values provide a framework for the development of self-esteem, resilience, leadership, and positive role modelling which are highly valued for the sense of community, respect and responsibility they engender in our students.</p>
Environmental Context	<p>Wales Street Primary School is situated in Melbourne's northern suburbs and, since 1891 has played a pivotal role in educating children living in the Northcote-Thornbury area. The school grounds house two historic brick buildings, a Light Timber Construction (LTC) and a BER building (2011). There is also a library / ICT centre, art room, music room and a multipurpose building. The school grounds provide open spaces for children to engage in outdoor activities, imaginative play and a variety of sports activities. The local area surrounding the school is predominately housing. Approximately 38% of students come from families with a non-English speaking background, of which 22% speak a language other than English at home. There are over 20 nationalities represented. Residents of the Thornbury area represent a wide range of socio-economic conditions and cultural backgrounds. Over the previous Strategic Plan, student enrolments have risen from 430 to 535 and in 2013 are anticipated to reach 565. The school currently has an enrolment ceiling and priority is given to students where Wales Street is their closest school. The School employs approximately 34 teaching and over 10 non-teaching staff. There is a high level of parent volunteering across many programs and initiatives; from School Council, to helping in the classroom, to maintaining school facilities, to running fundraising and community events, and supporting and promoting environmental and sustainable programs.</p> <p>The school ethos is to continually identify and meet the educational, physical, social and emotional needs of all students. This is enhanced by encouraging open levels of communication with students, staff, and parents, neighbouring schools, community groups and the Department of Education and Early Childhood Development (DEECD). The school offers a broad and comprehensive range of curriculum programs that cover the VELS Dimensions and Domains. These include the VELS Strands of English, Mathematics, The Arts, Information and Communication Technology, Science, Integrated Studies, Interpersonal Development, LOTE, Health and Physical Education.</p> <p>Teachers use an Interdisciplinary Learning Curriculum planning model utilising inquiry learning through the International Baccalaureate Primary years Program (PYP), Bloom's Taxonomy, and Multiple Intelligences as a means of developing higher order thinking skills in students. The School is seeking Accreditation as a PYP authorised school in 2014 and believes that this approach will ultimately develop in student's high self-esteem, the ability to think independently and apply their knowledge and abilities to the challenges that lie ahead with enthusiasm, confidence and resilience.</p> <p>The School employs a fully qualified nurse to carry out first aid duties, monitor ongoing medical conditions in students, provide preventative health information and support the school's health and student wellbeing programs. The school offers LOTE programs in Mandarin, Greek and Italian. Visual Arts and Music teachers provide specialist classes to all children. Classroom teachers also use The Arts as part of the integrated program to develop artistic expression and appreciation. Instrumental music lessons are offered as an extracurricular option. A specialist Health and Physical Education program is conducted for all classes including intra- and inter-school sports. The Prep-Year 2 students are offered a swimming program. The School participates in other community health initiatives and operates a School After Care (SAC) Program both before and after school.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve individual learning outcomes for all students with a focus on literacy and numeracy through inquiry learning.	<p>Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy.</p> <p>75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy.</p> <p>75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy.</p> <p>Staff (Teaching and learning), Student (Teaching and Learning) and Parent (Stimulating Learning) Opinion Surveys to be at effective school levels</p>	<p>Continue to develop the capacity of teachers, with a particular focus on embedding a culture of inquiry learning across the curriculum.</p> <p>Continue to build staff capacity in the teaching of Literacy and Numeracy concepts through inquiry to enhance student achievement.</p> <p>Continue to develop a whole school approach to ongoing assessment and the use of data to improve teacher practice and student outcomes.</p>
Student Engagement and Wellbeing	To improve student relationships and student well-being through a whole school approach to teaching and learning through inquiry.	<p>Improve Student Attitudes to School Survey scores for the following measures by 2015:</p> <ul style="list-style-type: none"> • Teacher Effectiveness: 4.60 • Teacher Empathy: 4.60 • Stimulating Learning: 4.20 • School Connectedness: 4.70 • Student Motivation: 4.80 • Learning Confidence: 4.50 <p>Maintain whole school average student absence rate below 13 for the review period</p>	<p>Continue to improve teacher effectiveness, teacher empathy and stimulating learning through the delivery of a consistent Inquiry learning model.</p> <p>Build attributes of a learner and social skills which improve student connectedness and motivation.</p>
Student Pathways and Transitions	To improve the transition of students through the developmental stages of primary school and into secondary school.	Improve parent perceptions of the <i>transitions</i> programs to 6.0 as measured by the Parent Opinion Survey.	<p>Continue to plan and develop strategies to meet the needs of all students as they transition through their academic and personal development stages of growth.</p> <p>Continue to improve and develop a whole school approach to Inquiry learning and a commitment to the implementation of the Primary Years Program.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Student Learning Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Continue to develop the capacity of teachers, with a particular focus on embedding a culture of inquiry learning across the curriculum.	Year 1	<ul style="list-style-type: none"> • Build teacher knowledge in the use of the inquiry learning model through professional learning, peer coaching and external facilitators. • Develop a whole school inquiry learning approach to improve Literacy and Numeracy. • Use the resources available from the AIZ, including the Powerful Learning and Curiosity booklets, to build staff capacity in developing a whole school inquiry approach. 	<ul style="list-style-type: none"> • The adoption of the Kath Murdoch Inquiry learning model and peer coaching trialled. • Literacy and numeracy will be presented through a model of inquiry across the school.
	Year 2	<ul style="list-style-type: none"> • Continue to develop a whole school approach to inquiry learning. • Continue to develop staff capacity in inquiry learning by providing professional learning opportunities such as peer coaching, external facilitators and resources. 	<ul style="list-style-type: none"> • Teacher practice is focussed on student curiosity through a model of inquiry.
	Year 3	<ul style="list-style-type: none"> • Continue to embed a whole school inquiry learning approach that builds student curiosity around their learning; higher order questioning, learning intentions, assessment for learning, challenging tasks, connecting feedback to data and implementing cooperative groups. • Continue to develop the teaching staff capacity to promote student curiosity through providing professional learning opportunities, peer coaching and resources and external facilitators in inquiry learning. 	<ul style="list-style-type: none"> • Whole school planning documents and teacher practice reflect the inquiry learning model.
	Year 4	<ul style="list-style-type: none"> • Continue to embed a whole school Inquiry learning approach that builds student curiosity. • Continue to develop the teaching staff capacity to promote student curiosity through providing professional learning opportunities, peer coaching and resources and external facilitators in inquiry learning. 	<ul style="list-style-type: none"> • Students' portfolios to reflect the inquiry model of learning as well as the development of PYP exhibitions.
Continue to build staff capacity in the teaching of Literacy and Numeracy concepts through inquiry to enhance student achievement.	Year 1	<ul style="list-style-type: none"> • Appoint staff and utilise external providers to specifically support teachers with targeted professional learning in Literacy and Writing. • Develop and document an instructional model for literacy and numeracy. • Develop and introduce peer support for teachers through planning, peer observation and feedback in the teaching of Writing and Mathematics. • Provide support for staff in the implementation of AusVELS in literacy and numeracy. 	<ul style="list-style-type: none"> • Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy • 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy • 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy.

	Year 2	<ul style="list-style-type: none"> Continue to support teachers with staffing, external provider and targeted professional learning in Numeracy and Writing. Refine the peer support program for staff based on the feedback in the teaching of Writing and Mathematics. Provide ongoing support for staff in the implementation of AusVELS in literacy and numeracy 	<ul style="list-style-type: none"> Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy
	Year 3	<ul style="list-style-type: none"> Continue to support teachers with staffing, external provider and targeted professional learning in Numeracy and Writing. Continue to develop and refine the literacy and numeracy instructional model for Wales St Primary School. Embed the peer support model for teachers through planning, peer observation and ongoing feedback in the teaching of Writing and Mathematics. Continue support for staff in the implementation of AusVELS in literacy and numeracy. 	<ul style="list-style-type: none"> Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy
	Year 4	<ul style="list-style-type: none"> Continue to support teachers with staffing, external provider and targeted professional learning in Numeracy and Writing. Continue to implement an instructional model for literacy and numeracy at Wales St Primary School. Enhance peer support for teachers through planning, peer observation and ongoing feedback in the teaching of Writing and Mathematics. Provide ongoing support for staff in the implementation of AusVELS in literacy and numeracy. 	<ul style="list-style-type: none"> Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy
Continue to develop a whole school approach to ongoing assessment and the use of data to improve teacher practice and student outcomes.	Year 1	<ul style="list-style-type: none"> Embed a ‘backwards by design’ approach to assessment of units of inquiry. Build staff capacity in the use of assessment ‘as’, ‘of’ and ‘for’ learning. Continue to improve the use of data in Professional Learning Teams (PLT) s, collaborative planning and collective responsibility for student development. Regularly monitor cohort growth. Using the Literacy Testing Model as a guide, develop a whole school Numeracy assessment model. Engage students in self-assessment and peer feedback to build personal and collective responsibility for learning. 	<ul style="list-style-type: none"> Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy Staff using a range of assessments “for” learning. Students are regularly using self assessment tools and self reflecting on their learning.

	Year 2	<ul style="list-style-type: none"> ▪ Continue to build staff capacity through PLTs in the use of assessment and data and to foster collaborative planning and collective responsibility for the development of all students. ▪ Using the Literacy Testing Model as a guide, develop a whole school Numeracy assessment model. ▪ Engage students in self-assessment and peer feedback to build personal and collective responsibility for learning. ▪ Continue to refine data collection and strengthen longitudinal tracking of students across the school. 	<ul style="list-style-type: none"> ▪ Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy ▪ 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy ▪ 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy ▪ Staff are effectively using a range of assessments “for” learning. ▪ Students are using self assessment tools and self reflecting on their learning.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to build staff capacity through PLTs in the use of assessment and data and to foster collaborative planning and collective responsibility for the development of all students. ▪ Using the Literacy Testing Model as a guide, develop a whole school Numeracy assessment model. ▪ Engage students in self-assessment and peer feedback to build personal and collective responsibility for learning. ▪ Continue to refine data collection and strengthen longitudinal tracking of students across the school. 	<ul style="list-style-type: none"> ▪ Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy ▪ 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy ▪ 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy
	Year 4	<ul style="list-style-type: none"> ▪ Continue to build staff capacity through PLTs in the use of assessment and data and to foster collaborative planning and collective responsibility for the development of all students. ▪ Using the Literacy Testing Model as a guide, develop a whole school Numeracy assessment model. ▪ Engage students in self-assessment and peer feedback to build personal and collective responsibility for learning. ▪ Continue to refine data collection and strengthen longitudinal tracking of students across the school. 	<ul style="list-style-type: none"> ▪ Student year level cohorts to show a minimum 1 AusVELS level of each year in Literacy and Numeracy ▪ 75% of Year 3 students to be in NAP Bands 4 – 6 for Reading, Writing and Numeracy ▪ 75% of Year 5 students to be in NAP Bands 6 – 8 for Reading, Writing and Numeracy

Student Engagement and Wellbeing Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Continue to improve teacher effectiveness, teacher empathy and stimulating learning through the delivery of a consistent Inquiry learning model.	Year 1	<ul style="list-style-type: none"> ▪ Continue to build teacher knowledge and skills in the use of inquiry learning model, PYP Learner Profile and Attitudes through continuous professional learning, the use of a peer coaching model and external facilitators. ▪ Explore and implement whole school practices that build student curiosity around their learning: 	<ul style="list-style-type: none"> ▪ Improvement in Student Attitudes to School Survey scores in Teacher Effectiveness, Teacher Empathy, Stimulating Learning, School Connectedness, Student Motivation and Learning Confidence. ▪ Improvement of the Staff Opinion Survey elements of Teaching and Learning. ▪ Develop teacher capacity in higher order questioning and learning intentions;
	Year 2	<ul style="list-style-type: none"> ▪ Continue to improve teacher and program effectiveness by exploring whole school inquiry learning approaches to builds student curiosity around their learning. 	<ul style="list-style-type: none"> ▪ Staff Opinion and Student Attitudes to School Survey to be within the effective range.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to improve teacher and program effectiveness by consolidating a whole school Inquiry learning approach that builds student curiosity around their learning; higher order questioning, learning intentions, assessment for learning, challenging tasks, connecting feedback to data and implementing cooperative groups. 	<ul style="list-style-type: none"> ▪ Staff Opinion and Student Attitudes to School Survey to be within the effective range.
	Year 4	<ul style="list-style-type: none"> ▪ Continue to improve teacher and program effectiveness by embedding a whole school Inquiry learning approach that builds student curiosity around their learning; higher order questioning, learning intentions, assessment for learning, challenging tasks, connecting feedback to data and implementing cooperative groups. 	<ul style="list-style-type: none"> ▪ Staff Opinion and Student Attitudes to School Survey to be within the effective range.
Build attributes of a PYP Learner and social skills which improve student connectedness and motivation.	Year 1	<ul style="list-style-type: none"> ▪ Focus on building the attributes of PYP Learner through embedding the PYP Learner Profile into learning programs and fostering a culture of student social connectedness and responsibility. ▪ Build the capacity of staff and students to understand and model the PYP Learner Profile, Attitudes and action components of PYP Units of Inquiry. ▪ Continue to implement <i>You Can Do It!</i> to build student social skills. ▪ Create opportunities for student to have an authentic personal action to connect to peers, the school and wider community through action component of Units of Inquiry and the WSPS Community Service Program. 	<ul style="list-style-type: none"> ▪ Students initiating authentic personal action through the Action component of the PYP Units and Inquiry and the WSPS Community Service Program. ▪ Improvement in Student Attitudes to School Survey scores in Teaching & Learning and Student Relationships.

	Year 2	<ul style="list-style-type: none"> ▪ Continue to focus on the attributes of a learner and embedding the PYP Learner Profile and Attitudes into learning programs. Continue to foster a culture of student social connectedness and responsibility. ▪ Continue to build the capacity of staff and students to understand and model the PYP Learner Profile / action components of PYP Units of Inquiry. ▪ Continue to implement <i>You Can Do It!</i> and provide opportunities for each student to have an authentic opportunity to initiate personal action to connect to peers, the school and wider community. 	<ul style="list-style-type: none"> ▪ Students initiating authentic personal action through the action component of the PYP Units and Inquiry and the WSPS Community Service Program. ▪ Improvement in Student Attitudes to School Survey scores in Teaching & Learning and Student Relationships.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to focus on the attributes of a learner and embedding the PYP Learner Profile into learning programs to fostering a culture of student social connectedness and responsibility. ▪ Continue to build the capacity of staff and students to understand and model the PYP Learner Profile / action components of PYP Units of Inquiry. ▪ Continue to implement <i>You Can Do It!</i> and provide opportunities for each student to have an authentic opportunity to initiate personal action to connect to peers, the school and wider community. ▪ Students develop Learning Journeys and Year 5/6 students hold a PYP Exhibition to demonstrate their learning's and understanding of PYP Concepts. 	<ul style="list-style-type: none"> ▪ Students initiating authentic personal action through the action component of the PYP Units and Inquiry and the WSPS Community Service Program. ▪ Improvement in Student Attitudes to School Survey scores in Teaching & Learning and Student Relationships. ▪ Year levels 5/6 students hold PYP Exhibition that showcases their Inquiry learning. ▪ Students across all year levels participate and lead Learning Journeys that highlight their learning and understanding of PYP Concepts.
	Year 4	<ul style="list-style-type: none"> ▪ Continue to focus on the attributes of a learner and embedding the PYP Learner Profile into learning programs to fostering a culture of student social connectedness and responsibility. ▪ Continue to build the capacity of staff and students to understand and model the PYP Learner Profile / action components of PYP Units of Inquiry. ▪ Continue to implement <i>You Can Do It!</i> and provide opportunities for each student to have an authentic opportunity to initiate personal action to connect to peers, the school and wider community. ▪ Continue students developing their Learning Journeys and Year 5/6 students holding a PYP Exhibition to demonstrate their learning's and understanding of PYP Concepts. 	<ul style="list-style-type: none"> ▪ Students initiating authentic personal action through the action component of the PYP Units and Inquiry, WSPS Community Service Program and PYP Exhibition. ▪ Improvement in Student Attitudes to School Survey scores in: School Connectedness: 4.70, Student Motivation: 4.80 and Learning Confidence: 4.50 and Student Relationship aspects: Connectedness to peers, Classroom Behaviour and Student Safety. ▪ Students across all year levels develop and lead Learning Journeys that highlight their learning and understanding of PYP Concepts. ▪ Maintain whole school average student absence rate below 13 for the review period

Student Pathways and Transitions Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Continue to plan and develop strategies to meet the needs of all students as they transition through their academic and personal development stages of growth.	Year 1	<ul style="list-style-type: none"> ▪ Embed common language and a seamless approach to curriculum through the implementation of Inquiry learning and the Primary Years Program. ▪ Identify stress factors at each transition point for students through consultation with students, teachers and parents. ▪ Transition information sessions for parents for each learning team with a particular focus on social/emotional needs at each stage of learning. ▪ Identify specific privileges and rites of passage (transition symbols) at the various year levels and plan for celebrations of achievement (e.g. camping programs, buddies, moving into specific buildings, interschool sport and leadership programs). ▪ Maintain links with local Preschool and Secondary school providers and provide resources for this to occur. ▪ Continue with portfolios and student led conferences and file transfers. ▪ Identify students working outside expected levels and provide appropriate intervention and extension programs. ▪ Continue to refine transition strategies at each transition point. ▪ Communicate with secondary schools to gain an understanding of the desirable social and emotional aptitudes students. ▪ Invite former students to visit the school to provide information to Year 6 students 	<ul style="list-style-type: none"> ▪ Teaching of all Year B (odd numbered year) organising themes of the PYP Program of Inquiry. ▪ The identification of transition points for students and the development of parent Transition Information Sessions, programs and/or activities developed to cater for these changes. ▪ Identification and development of transition celebrations and specific privileges to mark rites of passage and into school practices and 'traditions' for students. ▪ Development of Transition links with Preschool and Secondary school providers. ▪ Current school practices of student led conferences portfolios and file transfers - consistent across all Year Levels, identification of students working outside expected levels and the provision of appropriate intervention and extension programs. ▪ Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing. ▪ Improvement in parent perceptions of the transitions programs as measured by the Parent Opinion Survey.
	Year 2	<ul style="list-style-type: none"> ▪ Teaching Year A (even numbered year) organising themes of the Program of Inquiry. ▪ Continuation of the identification of transition points and stress factors for students and provision of parent Transition Information Sessions, programs and/or activities developed to cater for these. ▪ Continue the development of Transition links with Preschool and Secondary school providers. ▪ Continue to develop specific privileges and celebrations to mark the rites of passage for students into School Practices. ▪ Continue to improve the identification of students working outside expected levels and providing appropriate intervention and extension programs and the school practices of student led conferences, portfolios and file transfers. 	<ul style="list-style-type: none"> ▪ Teaching of all Year (A) POI organising themes. ▪ Transition links with Preschool and Secondary school utilized to refine specific celebrations, privileges and rites of passage for students into School Practices. ▪ Continue school practices of student led conferences portfolios, file transfers and the identification and catering of students working outside expected levels. ▪ Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing. ▪ Improved parent perceptions of the <i>transitions</i> programs as measured by the Parent Opinion Survey.

	Year 3	<ul style="list-style-type: none"> ▪ Teaching Year (B) organising themes of the Program of Inquiry. ▪ Continuation of the identification of transition points and stress factors for students and provision of parent Transition Information Sessions, programs and/or activities developed to cater for these. ▪ Continue the development of Transition links with Preschool and Secondary school providers. ▪ Develop and refine transition practices that mark specific privileges and celebrations for students. ▪ Continue to improve the identification of students working outside expected levels and providing appropriate intervention and extension programs and the school practices of student led conferences, portfolios and file transfers. 	<ul style="list-style-type: none"> ▪ Teaching of all Year (B) POI organising themes. ▪ Continue to refine specific celebrations, privileges and rites of passage for students into School Practices. ▪ Continue student led conferences portfolios, file transfers and the identification and catering of students working outside expected levels. ▪ Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing. ▪ Improved parent perceptions of the <i>transitions</i> programs as measured by the Parent Opinion Survey.
	Year 4	<ul style="list-style-type: none"> ▪ Teaching Year (A) organising themes of the Program of Inquiry. ▪ Continuation of the identification of transition points and stress factors for students and provision of parent Transition Information Sessions, programs and/or activities developed to cater for these. ▪ Continue the development of Transition links with Preschool and Secondary school providers. ▪ Embed transition practices that mark specific privileges and celebrations as rites of passage for students at all year levels. ▪ Continue to improve the identification of students working outside expected levels and providing appropriate intervention and extension programs and the school practices of student led conferences, portfolios and file transfers. 	<ul style="list-style-type: none"> ▪ WSPS accredited as a PYP school. ▪ Teaching of all Year (A) POI organising themes. ▪ School practices include specific celebrations, privileges and rites of passage for students. ▪ Student led conferences portfolios, file transfers and the identification and catering of students working outside expected levels. ▪ Improvement in Student Attitudes to School Survey aspects of Student Relationships, Teaching and Learning (School Connectedness) and Student Wellbeing into the effective schools range. ▪ Improved parent perceptions of the <i>transitions</i> programs as measured by the Parent Opinion Survey.

Continue to improve and develop a whole school approach to Inquiry learning and a commitment to the implementation of the Primary Years Program.	Year 2 Year 4	<ul style="list-style-type: none"> ▪ <u>Arrange a PYP Pre-Authorization visit for semester 1 2014.</u> ▪ <u>Continue to develop staff capacity through professional learning and peer coaching as well as providing opportunities for staff to attend workshops that are related to PYP.</u> ▪ <u>Implement the school developed Year (A) POI.</u> ▪ <u>Continue to use Peer coaching and resources available from the AIZ, IBO and external facilitators to build staff capacity.</u>Continue to develop staff capacity through professional learning and peer coaching as well as providing opportunities for staff to attend workshops that are related to PYP. ▪ <u>Implement the school developed Year (B) POI.</u> 	<ul style="list-style-type: none"> ▪ <u>Staff reflection and commencement of implementing PYP Pre Authorization visit recommendations.</u> ▪ <u>Teaching of all Year (A) organising themes of the PYP Program of Inquiry (POI).</u> ▪ <u>Staff initiating peer coaching and professional learning to improve school approaches to Inquiry learning.</u> ▪ <u>Teaching of all Year (B) organising themes of the PYP Program of Inquiry (POI).</u> ▪ <u>Provision of extensive staff professional development and peer coaching opportunities.</u>
	Year 2	<ul style="list-style-type: none"> ▪ <u>Arrange a PYP Pre-Authorization visit for semester 1 2014.</u> ▪ <u>Continue to develop staff capacity through professional learning and peer coaching as well as providing opportunities for staff to attend workshops that are related to PYP.</u> ▪ <u>Implement the school developed Year (A) POI.</u> ▪ <u>Continue to use Peer coaching and resources available from the AIZ, IBO and external facilitators to build staff capacity.</u> 	<ul style="list-style-type: none"> ▪ <u>Staff reflection and commencement of implementing PYP Pre-Authorization visit recommendations.</u> ▪ <u>Teaching of all Year (A) organising themes of the PYP Program of Inquiry (POI).</u> ▪ <u>Staff initiating peer coaching and professional learning to improve school approaches to Inquiry learning.</u>
	Year 3	<ul style="list-style-type: none"> ▪ <u>Continue the PYP Authorisation process and implement Year (B) POI.</u> ▪ <u>Continue to develop staff capacity through professional learning and peer coaching.</u> ▪ <u>Continue to use resources available from the AIZ, IBO and external facilitators to build staff capacity.</u> 	<ul style="list-style-type: none"> ▪ <u>Teaching of all Year (B) organising themes of the PYP Program of Inquiry (POI).</u> ▪ <u>Extensive staff use of peer coaching and professional learning to improve school approaches to Inquiry learning.</u>
	Year 4	<ul style="list-style-type: none"> ▪ <u>PYP Authorization Visit semester 1 2016 and Year (A) POI.</u> ▪ <u>Continue to develop staff capacity through professional learning and peer coaching.</u> ▪ <u>Continue to embed a whole school Inquiry learning approach that builds student curiosity.</u> ▪ <u>Continue to use external facilitators and resources to build staff capacity.</u> 	<ul style="list-style-type: none"> ▪ <u>WSPS accredited as a PYP school.</u> ▪ <u>Teaching of all Year (A) organising themes of the PYP Program of Inquiry (POI).</u> ▪ <u>Peer coaching and professional learning to improve school approaches to Inquiry learning embedded throughout the school.</u>