

Strategic Intent

	Goals	Targets (as per 2011-2014 School Strategic Plan)	One Year Targets																								
Student Learning	<p>Improve individual learning outcomes for all students with a focus on Literacy and Numeracy.</p>	<p>English Online Interview for Prep-Year 2 – continual improvement from 2010 baseline data in reading, writing, speaking and listening.</p> <p>English Online Interview 80% of Prep at or above EOL Group 4 80% of grade 1 at or above EOL Group 4 90% of grade 2 at or above EOL Group 4</p> <p>NAPLAN Years 3 and 5 – continual improvement for individual and school data.</p> <p>School Comparison (Year 3 2011 to Year 5 2013) Expected growth to be at or greater than 2010 school mean Reading 124 (matched cohort 97 in 2013) Writing 110 (matched cohort 65 in 2013) Grammar & Punctuation 130 (matched cohort 82 in 2013) Numeracy 128 (matched cohort 109 in 2013) Expected growth to be at or above matched cohort mean Spelling 90 (106 in 2013)</p> <p>VELS To grow students by 1 1/2 VELs levels every two years (excluding preps).</p> <p>ESL demonstrated improvement across the continuum.</p> <p>By 2014 teacher assessment against the National Benchmarks will indicate 75% of</p>	<p>English Online Interview By the end of the year- 80% of Prep at or above EOI Group 4 80% of grade 1 at or above EOI Group 4 90% of grade 2 at or above EOI Group 4</p> <p>NAPLAN – aim for 5% greater than 2013 school mean (no available school mean in 2013 due to low numbers of students, so 2102 data is used)</p> <table border="1" data-bbox="1518 691 1998 1321"> <thead> <tr> <th>YEAR 3</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>356 (exceeded)</td> <td>374</td> </tr> <tr> <td>Writing</td> <td>371</td> <td>389</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>358 (exceeded)</td> <td>376</td> </tr> <tr> <td>Spelling</td> <td>350 (exceeded)</td> <td>367</td> </tr> <tr> <td>Numeracy</td> <td>347 (exceeded)</td> <td>364</td> </tr> <tr> <th>YEAR 5</th> <th>2013 N/A</th> <th>2014</th> </tr> <tr> <td>Reading</td> <td>447.7</td> <td>470</td> </tr> </tbody> </table>	YEAR 3	2013	2014	Reading	356 (exceeded)	374	Writing	371	389	Grammar & Punctuation	358 (exceeded)	376	Spelling	350 (exceeded)	367	Numeracy	347 (exceeded)	364	YEAR 5	2013 N/A	2014	Reading	447.7	470
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		<p>students achieving at or better than the expected standards for English and Mathematics.</p> <p>Parent Opinion Survey variables to increase, by 2014: School Climate Parent Input to be above 6.30 (from 5.21 2010)</p>	<table border="1" data-bbox="1520 188 2000 475"> <tr> <td>Writing</td> <td>438.7</td> <td>460</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>426.1</td> <td>447</td> </tr> <tr> <td>Spelling</td> <td>450.7</td> <td>472.5</td> </tr> <tr> <td>Numeracy</td> <td>442.5</td> <td>464.5</td> </tr> </table> <p>Matched school mean growth to be at least 15% higher than the state mean growth in all areas, but retain at least a 50% growth in reading.</p> <p>VELS (need to adjust in 2014)</p> <table border="1" data-bbox="1520 699 2000 1230"> <thead> <tr> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>Year 2</td> </tr> <tr> <td>From school mean of 2.12 in 2012 to 2.2 in 2013.</td> <td>From school mean of 2.15 in 2012 to 2.3 in 2013.</td> </tr> <tr> <td>Year 4</td> <td>Year 4</td> </tr> <tr> <td>From school mean of 2.19 in 2012 to 2.5 in 2013.</td> <td>From school mean of 2.25 in 2012 to 2.5 in 2013.</td> </tr> <tr> <td>Year 6</td> <td>Year 6</td> </tr> <tr> <td>From school mean of 3.86 in 2012 to 3.9 in 2013.</td> <td>From school mean of 3.61 in 2011 to 3.75 in 2013.</td> </tr> </tbody> </table> <p>Parent Opinion Survey variables to increase, by 2014: School Climate Parent Input to be above 6.30 (from 5.61 2013)</p>	Writing	438.7	460	Grammar & Punctuation	426.1	447	Spelling	450.7	472.5	Numeracy	442.5	464.5	Reading	Number	Year 2	Year 2	From school mean of 2.12 in 2012 to 2.2 in 2013.	From school mean of 2.15 in 2012 to 2.3 in 2013.	Year 4	Year 4	From school mean of 2.19 in 2012 to 2.5 in 2013.	From school mean of 2.25 in 2012 to 2.5 in 2013.	Year 6	Year 6	From school mean of 3.86 in 2012 to 3.9 in 2013.	From school mean of 3.61 in 2011 to 3.75 in 2013.
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<p>Student Engagement and Wellbeing</p>	<p>To improve students' engagement in their learning, their relationships and their connectedness to the school and one another.</p>	<p><u>Attendance:</u> By 2014, there will be a reduction in student absence from 17.7 (2009) to below 12.0</p> <p>Attitudes to School Survey variables to increase, by 2014:</p> <p><u>Teaching and Learning:</u> Student motivation to be above 4.8 (from 4.48 2010)</p> <p><u>Wellbeing:</u> Student morale to be above 5.7 (from 4.9 2010). Student distress to be above 5.8 (from 5.42 2010).</p> <p><u>School Wide Positive Behaviour:</u> By 2014 SET data to be above 80%. BY 2014 SWIS Data to show 10% reduction in office referrals from 2010.</p>	<p><u>Attendance</u> Student Absence – to be below 16.0 across the school (19.25 in 2012)</p> <p>Attitudes to School Survey variables to increase by 2013 -</p> <p><u>Teaching and Learning:</u> Student motivation to be above 4.7 (from 3.90/4.59 2013)</p> <p><u>Wellbeing:</u> Student morale to be above 5.5 (from 4.31/5.20 2013). Student distress to be above 5.6 (from 4.72/5.69 2013).</p> <p>School Wide Positive Behaviour: 2013 SET data to be above 80% 2013 SWIS Data to show 10% reduction in office referrals from 2012.</p>
<p>Student Pathways and Transitions</p>	<p>To improve the processes that supports the smooth transition of students into, through and out of the school.</p>	<p><u>Parent Opinion Survey</u> variables to increase, by 2014:</p> <p>School Climate Transition to be above 6.2 (from 6.04 2010)</p> <p><u>Attitudes to School Survey</u> variables to increase, by 2014:</p> <p>Student Relationships Connectedness to peers to be above 4.4 (from 4.06 2010)</p> <p>Teaching and Learning School connectedness to be above 4.5 (from 4.01 2010)</p>	<p><u>Parent Opinion Survey</u></p> <p>School Climate Transition to be above 6.2 (5.61 in 2013)</p> <p><u>Attitudes to School Survey</u></p> <p>Student Relationships Connectedness to peers to be above 4.2 (from 3.28/4.29 in 2013)</p> <p>Teaching and Learning School connectedness to be above 4.3 (from 3.33/4.22 2013)</p> <p>Student Motivation Student motivation to be above 4.5 (from</p>

		Student Motivation Student motivation to be above 4.6 (from 4.48 2010)	3.90/4.59 2012)
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Implementation

	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
STUDENT LEARNING Goal: Improve individual learning outcomes for all students with a focus on Literacy and Numeracy					
Build staff capacity to provide explicit focused teaching at each student's point of need.	Strengthen teacher instructional capacity through school based Teaching and Learning Coach, Inquiry Learning Consultant.	<p>National Partnership funding Collaborative teaching and learning teams and differentiated learning. \$89,000</p> <p>Leading Teacher employed to coach and model across the school (NP funding contributing to LT salary) – literacy, numeracy, and inquiry.</p> <p>Weekly coaching for 1st year teachers, including ½ hour coaching talks (extra support for graduates)</p> <p>Weekly team planning after school.</p> <p>PLC sessions are scheduled each term to target Literacy and Numeracy strategies and lesson</p>	<p>DEECD</p> <p>Principal to employ a Learning and Teaching Coach</p> <p>L&T Coach</p> <p>Team teachers with L&T coach</p> <p>L&T Coach</p>	<p>Confirmed in March 2014</p> <p>Begin term 1</p> <p>Begin Term 1</p> <p>Beginning of Term 1</p> <p>Beginning Term 1</p>	<p>Increase knowledge of student achievement and progress with a focus on Literacy and Numeracy. Teachers more able to differentiate and teach at point of need.</p> <p>Directed and targeted instruction is evident in reading, writing and maths by Term 2.</p> <p>Coaching is scheduled and responsive to the student needs and building teacher capacity to meet those needs.</p> <p>Graduates receive at least 18 coaching sessions in the first semester, and 10 in the second semester.</p> <p>Team leaders take a greater role in weekly planning.</p> <p>Teachers are aware, understand and use specific strategies to target student needs.</p>

	<p>design. Consultant Jeni Wilson to hone personalised learning, differentiation and team teaching (\$10,000 inc CRT)</p> <p>Twice a term meetings with Team Leaders to build capacity.</p> <p>Collegiate visits to classrooms – at least two per term for graduates and 1 per term for others</p> <p>External PL = developing Foundation Year, Literacy and Numeracy = approx. \$3000 inc CRT replacement</p> <p>Books:</p> <ul style="list-style-type: none"> • Toni Glasson - Improving Student Achievement – reference point • Use John Hattie – Visible Learning in the Classroom • Boudett / City - Data Wise <p>Investigate CARS and STARS for reading comprehension - \$??</p>	<p>Principal</p> <p>Principal and L&T Coach</p> <p>All teachers.</p> <p>Principal</p> <p>Principal and Library</p> <p>Principal and L&T Coach</p>	<p>Term 1 and Term 4.</p> <p>Week 2 and 6 of each term.</p> <p>Begin term 1</p> <p>As it comes up.</p> <p>Before the school year begins</p> <p>Before school term begins.</p>	<p>Teachers use data and evidence to personalise the learning, responding in a timely manner to the student needs.</p> <p>Team Leaders are more able to drive the school improvement plans at the team level.</p> <p>Team teaching happens at least 50% of the time each week across the school in term 1 and up to 80% by term 4</p> <p>Instruction is enhanced through peer observations and instructional dialogue.</p> <p>Teachers are able to share expertise with others in their team to build capacity.</p> <p>Learning intentions are used, displayed and interacted with for all lessons by the end of term 1.</p> <p>Learning intentions evolve and reflect differentiation by Term 2.</p> <p>Possible use of a framework to help target comprehension.</p>
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	<p>Continue and refine whole school focus on assessment for learning strategies</p> <ul style="list-style-type: none"> • learning intentions • success criteria • strategic questioning • effective teacher feedback 	<p>Books to buy:</p> <ul style="list-style-type: none"> • Toni Glasson - Improving Student Achievement – reference point • Use John Hattie – Visible Learning in the Classroom • Boudett / City - Data Wise <p>Weekly PL focus on assessment strategies and activities using above texts as a guide.</p> <p>DuFour’s 4 essential questions</p> <ul style="list-style-type: none"> • What do we want our students to learn? (Essential, guaranteed & viable curriculum) • How will we know they are learning? (Administer frequent, team--developed common, formative assessments) • How will we respond when they don’t learn? (Timely, Directive, Systematic Intervention) • How will we respond when they do learn? (Timely Enrichment/Extension) <p>External PL for L&T Coach and Team Leaders with DuFour’s work.</p> <p>iPad per teacher to track student achievement and milestones 8 x \$450.00 (ICT budget)</p> <p>Student Performance Analyser (\$200 per year)?? Check this</p> <p>DEECD Assessment Advice</p>	<p>Principal and Library</p> <p>Principal and L&T Coach</p> <p>Principal and L&T Coach</p> <p>Principal / L&T Coach / Team Leaders</p> <p>Principal</p> <p>Principal</p> <p>L&T Coach</p>	<p>Before school term begins.</p> <p>Begin Term 1</p> <p>Term 1 Introduction</p> <p>Term 2 Guiding the work</p> <p>Term 3 Refining the work</p> <p>Term 4 Reviewing the work</p> <p>As it arises</p> <p>Term 1</p> <p>Check??</p> <p>Term 1</p>	<p>Teachers use reference material to guide their work.</p> <p>Success criteria are visible to students and discussed at the beginning, during at the end of the lesson.</p> <p>Evidence of targeted feedback related to specific goals and providing students next steps</p> <p>Ongoing assessment being used to understand the needs of students and lead to change in practices.</p> <p>Planning Room has reference to the four questions.</p> <p>Data informed teaching plans provide differentiated focused teaching and open-ended learning challenges for all students</p> <p>Team Leader and L&T coach work collaboratively, sharing the load to focus the work at a team level.</p> <p>Organisation of data collection is improved and more frequent.</p> <p>Student tracking is more accurate and accessible to all teachers.</p> <p>Teachers are readily able to access DEECD information to guide assessment practice.</p>
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<p>Develop a culture of challenge and high expectations and enhance the ability of students to take greater ownership of their learning.</p>	<p>Provide students with tools and strategies to articulate their learning</p> <ul style="list-style-type: none"> • Setting smart goals • Developing criteria for self and peer assessment (including rubrics) • Developing students metacognitive language • Embedding reflection into lesson structure 	<p>Weekly Team Planning incorporating the tools and strategies.</p> <p>Ongoing coaching to embed tools and strategies</p> <p>Consultant Jeni Wilson to support metacognition, self-reflection and self-assessment (\$10,000 as above)</p> <p>Dedicated flexible learning furniture to support diverse groupings and activities – Year 3-6 area. (\$10,000)</p>	<p>Team leaders and L&T Coach</p> <p>T&L Coach</p> <p>Principal</p> <p>Principal</p>	<p>Beginning in Term 1</p> <p>Beginning Term 1</p> <p>Term 1</p> <p>Complete Term 1</p>	<p>Assessment for learning embedded in teacher planning documents</p> <p>Students actively involved in setting long and short term goals</p> <p>Teachers plan for and use tools and strategies during instruction and inquiry time. Students document their reflections through oral, written or multi-modal</p> <p>Evidence in metacognitive classroom charts</p> <p>Students to become active participants in the learning process (personalised learning)</p> <p>Flexible learning areas across the school support different student groupings and diverse activities.</p>
<p>Strengthen staff capacity to use Information and Communication Technology (ICT) to enhance student learning and engagement.</p>	<p>Continue to build teacher capacity to provide ICT rich learning environments across the school:</p> <ul style="list-style-type: none"> • Learning and Teaching • Assessment and Reporting • Classroom Organisation • ICT Ethics 	<p>1:1 iPad Program across the P-3 years.</p> <p>Purchase iPads for new Preps 12 x \$410.00 (ICT budget) \$4920</p> <p>Apple Mac and iPad support from dedicated Apple technician (\$8000 allocated – credit to cash transfer).</p>	<p>Principal to manage budget</p> <p>Principal</p> <p>Apple technician</p>	<p>Begin Term 1 Week 2</p> <p>Order in Dec 2013 for January delivery.</p> <p>Begin Term 1</p>	<p>iPads are used as part of Literacy, Numeracy and Inquiry across the four grades levels.</p> <p>Teachers share their knowledge with each other and add to the iPad App list.</p> <p>iPads, MacBooks and iMacs are regularly updated and have minimal downtime.</p>

	<ul style="list-style-type: none"> Resources ICT Professional Learning ICT Leadership 	<p>Identify Digital Learning coordinator as part of Roles and Responsibilities</p> <p>Digital Learning PL and PLT at least once a term.</p> <p>Conference attendance and sharing at least once a year.</p>	<p>Principal to identify</p> <p>Digital Learning Coordinator to organise</p> <p>Principal, Digital Learning Coordinator and L&T Coach</p>	<p>Term 1</p> <p>Begin Term 1</p> <p>When conferences arise</p>	<p>Digital Learning becomes part of the team planning and evident through classroom blogs.</p> <p>Each staff member feels supported with Digital Learning.</p> <p>Teachers feel empowered to share the good work of the students and school, strengthen connectedness to the school.</p> <p>ICT rich learning and teaching environments across the school.</p>
<p>Build home-school partnerships and the capacity of parents to support their children's learning.</p>	<p>Continue to strengthen parent and community partnerships to enhance student outcomes through:</p> <ul style="list-style-type: none"> Whole school communication strategy Community Forum Use of volunteers and parent helpers 	<p>Website (\$60 per year) Blog (\$60 per year) Newsletters – weekly printing costs</p> <p>Weekly assemblies – Library space and coffee and tea in the Staff Room for parent discussions.</p> <p>Book a facilitator for the Community Forum– possibly Gary Shaw from DEECD (\$??)</p> <p>Use of interpreters when needed.</p>	<p>Principal</p> <p>Principal/ Multicultural Aides</p> <p>Principal</p> <p>Business Manager</p>	<p>Ongoing</p> <p>Term 1</p> <p>In Term 1</p> <p>As needed</p>	<p>All staff in regular communication with parents/families through newsletters, parent teacher meetings, information sessions, community events</p> <p>At least 15 parents attending, with an increase of 20% of non-Somali background families.</p> <p>Effective and purposeful feedback to guide 2014 whole-school review, leading into the 2015 – 2018 Strategic Plan.</p> <p>Increased participation of parents/families in their children's learning, evident through attendance at events, surveys and feedback.</p> <p>Greater access to school for non-English speaking parents and carers.</p>

		Parent volunteers Use iPad program as link between home and school Student Led Conferences once a year in June.	Principal and Business Manager P- 3 Teachers Teachers	From Term 1 From Term 2 Term 2 – in June	Greater presence of parents in the school for key programs such as the Languages program. Parents can see the day-to-day learning of the children. Greater awareness of student learning and the goals of the student. 90% of families to be present for the Student led conferences.
Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
STUDENT ENGAGEMENT AND WELLBEING Goal: To improve students' engagement in their learning, their relationships and their connectedness to the school and one another.					
Develop and implement a whole school approach to student engagement.	Implementation of Student Engagement Policy. Review student opinion data trends related to	Two Student Engagement Meetings a term. SWIS data tool (\$300 per year) Student of the Week awards Update Restorative Practice professional reading and resources One forum per term in the PD	Student Wellbeing Advocate (team=2 teachers, 1 ES, 1 parent, 1 community liaison, principal) Teachers Student Wellbeing Advocate / Library Student Engagement	Every term. Each Week Term 1 Week 2 of each term	School Council ratify the Student Engagement Policy in March. Learners are central; teachers know students individual abilities and interests SWIS data reveals a decline in office referrals. Greater number and range of students receive an award. Increased use of restorative practices including circle time and restorative chats. Greater ownership of the policy by the student body.

	<p>student engagement and conduct issues forums with student groups.</p> <p>Develop student leadership through SRC and House Sports</p> <p>Review implementation of School-Wide Positive Behaviour Support for Engagement and Learning and move to KidsMatter as the Framework.</p> <p>(new) Continue work with Intercultural Understanding Team to develop increased empathy and awareness of the impact of oneself on others.</p> <p>(new) Link in with the Moonee Valley Local Learning And Employment Network (LLEN) to investigate Student Engagement and Dis-affection.</p>	<p>Centre.</p> <p>Fortnightly SRC meetings and term newsletter (\$200 budget)</p> <p>House Points updated at assembly House Sports</p> <p>KidsMatter (free)</p> <p>Intercultural Understanding Project funding (\$4000)</p> <p>Victoria University pre-service teachers in collaboration with senior lecturers.</p>	<p>Team / SRC Leader</p> <p>SRC Leader</p> <p>Sport Coordinator Sports Coordinator</p> <p>Student Wellbeing Advocate and the Student Engagement Team</p> <p>ICU Team</p> <p>TBC</p>	<p>Week, 4, 6, 8, 10 of each term.</p> <p>Starting Term 1 Term 4</p> <p>Complete Term 1</p> <p>Complete Term 4</p> <p>Complete term 4</p>	<p>Increase in Student Safety across the school.</p> <p>Greater presence of student voice and ownership of the wellbeing of all students.</p> <p>Move from individual accountability to team accountability with an increase in school and peer connectedness.</p> <p>Reduced number of office referrals and suspensions.</p> <p>Increased student and Teacher Empathy, more positive indicators with Student Moral and Student Distress.</p> <p>Greater understanding of student engagement and dis-affection.</p> <p>Greater knowledge of student needs and better lesson design to meet these needs.</p>
<p>Key Improvement Strategies and Significant Projects</p>	<p>What (Actions) the activities and programs required to progress the key improvement strategies</p>	<p>How (Resources) the budget, equipment, IT, learning time, learning space</p>	<p>Who the individuals or teams responsible for implementation</p>	<p>When the date, week, month or term for completion</p>	<p>Achievement milestones the changes in practice or behaviours</p>

TRANSITIONS AND PATHWAYS Goal: To improve the processes that supports the smooth transition of students into, through and out of the school.					
Strengthen links with local preschool providers and the Early Childhood Network to improve the early language experiences and school readiness of students entering Prep.	Strengthen links with local Early Childhood Educators and school.	Kinder visits	Principal and Student Wellbeing Advocate	Term1	Increased prep enrolments from 12 to at least 15 though the year.
	Continue to Increase connections with families through – • Playgroup Pre-School Story time • HIPPPY • Prep Transition program	Open days for enrolments Pre- school library sessions	Principal /Business Manager Library ES	Term 1 Term 2	Familiarisation with the school for new families.
	.	New furniture in the Community Room (\$2000)	Principal	Term 1	Community spaces are welcoming and are occupied by a community group at least once through the school week.
Improve links with the Western English Language School to enable students to have a seamless and supported transition into full-time schooling at Debney Meadows PS.	Transition processes / program documented.	1 planning day at the beginning of the year to gather information about WELS students and create a learning plan and program.	EAL Teacher	Term 1 Week 3	ILPs are actively used to guide student progression as indicated through work programs.
	Individual Learning Plans for WELS students transitioning to DMPS.				
	WELS visits by staff and reciprocal visits from WELS staff to DMPS each semester.	2 x CRT days for teachers to visit WELS.	EAL / Teachers and Multicultural Aides	Term 1	WELS students and their families have a positive connection to the school, which is indicated by ongoing enrolment at DMPS.
School Support Group meetings with Classroom teachers and WELS staff throughout the year and upon exit from WELS.	2 x SSG for all WELS students	EAL / Teachers and Multicultural Aides	Term 1 and 3	WELS students are supported with their learning needs and ILPS are factored into the classroom learning at DMPS.	

	Multicultural Education Aides provide targeted support during transition from WELS to DMPS.	1 x hour a week with WELs students	Multicultural Aides	Ongoing	ILPs are followed by MEAs and progress is discussed with the EAL Teacher and Class Teacher.
Improve the learning independence and resilience of students in preparation for the move on to secondary schooling.	Continue to build connections and shared learning opportunities with local secondary schools (Mount Alexander, Buckley Park Maribyrnong, Essendon Keilor, Footscray City SC, University High).	<p>CRT budget to release teachers to meet with Year 7 transition teachers.</p> <p>Diaries for homework and reading</p> <p>Buddy program with Buckley Park SC to include an activity with Year 6 students as well as the P-2s.</p> <p>SRC forum</p> <p>Transition Day</p> <p>Graduation (parents and community invited, as well as secondary school reps)</p>	<p>Year 5/6 teacher and L&T Coach</p> <p>L&T coach</p> <p>L&T Coach</p> <p>SRC leader</p> <p>L&T Coach</p> <p>L&T Coach</p>	<p>Term 3</p> <p>Term 1</p> <p>Term 3</p> <p>Term 2</p> <p>Term 4 (Dec)</p> <p>Term 4 (Dec)</p>	<p>Improved identification and sharing of student learning needs/information with secondary schools.</p> <p>Year 6 students express desire and confidence in leaving for secondary school.</p> <p>Strengthened links with local secondary schools to enhance transition and the connections between primary and secondary curriculum.</p> <p>Student input informs improved transition practices.</p> <p>Students have a good sense of belonging moving into their new school.</p>