

School Self-Evaluation Report

Carnegie Primary School

South Eastern Metropolitan Region

School number:	2897
Principal:	Linda Jones
School Council President:	Susan Harper
Dates of School Strategic Plan being evaluated	2010 to 2013



Contents

1. Context.....	3
2. Methodology.....	6
3. Evaluation of practice.....	7
4. Evaluation of performance.....	9

1. Context

Carnegie Primary School was established in 1888 and is located at the intersection of Glenhuntly Rd and Truganini Rd, Carnegie in the City of Glen Eira.

Enrolments have increased significantly over recent years from 350 in 2010 to just over 500 students in 2014. In 2010 the School Council applied for the establishment of a neighbourhood boundary to enable enrolments to be contained. This increase has predominantly been in the junior classes. Of the 506 students, 121 are from a Language Background Other Than English. The families come from 22 different cultural background and of our 372 families, 40 currently receive EMA. There has been an increase in the number of students assessed as EAL students over recent years. Our SFO score has changed slightly over recent years. In 2010 it was 0.3267 (State medium 0.4607) and in 2013 it was 0.3060 (State medium 0.5175). Our ICSEA score, which rates our socio-economic advantage in NAPLAN, was 1125 in 2013 down from 1164 in 2012.

Our steadily increasing enrolments have allowed for greater flexibility both in staffing and curriculum while still maintaining a community feel and a sense of belonging for all. Our existing facilities, including computer room, art room and multi-purpose hall, have been greatly enhanced by the opening of a new six - classroom learning centre and the refurbishment of our office area and upstairs classrooms over recent years but the provision of appropriate teaching and learning space will pose problems into the future if enrolments continue to increase. The school developed an extensive Master Plan in 2013 but, as yet, no significant funding has been made available.

Since the last Strategic Plan, there has been a significant change in the staffing profile. CPS staff consists of a principal, an assistant principal and currently 26.85 teachers and 7.30 Education Support Officers. A significant number of staff join Carnegie Primary School in the Graduate range. Eight of our teaching staff are on fixed term contracts due to ongoing staff being on family leave and LWOP. The preferred method of employment is ongoing to ensure consistency of staffing and commitment to CPS.

The staffing profile reflects our ongoing commitment to building the capacity of our teachers. We have been determined to provide the best learning environment to ensure optimal learning outcomes for our students. We have a prep to 2 teaching and learning coach who also leads the team. Similarly, our 3-6 teaching and learning coach has a coordination role. They both ensure there is good communication between teams and that children transition through the school smoothly. They model and provide opportunities for teachers to inquire and investigate best teaching practice. We have year level leaders and curriculum leaders who are responsible for keeping abreast of best practice and whole school organisation within their respective curriculum areas and year levels. We have a dedicated team of teachers, both full and part time, who work closely with individuals as well as in a whole class capacity. We have a very strong and capable team of ESO staff who work alongside our teachers to ensure the learning environment is the best it can be.

The school is committed to ensuring that student-teacher ratios are kept to a minimum even though some of our homeroom classes are larger than they once were. Our organisational structure consisted of twenty homeroom classes with additional teachers employed in all learning teams particularly in focussed literacy and numeracy sessions. Teacher Aides have also been employed to support all learning teams across the school, particularly in the morning sessions. These staff are a pivotal part of our teams. The Program Support for Students with Disabilities funded students are supported by integration aides employed to assist them in classroom and school activities.

Weekly specialist sessions are offered in LOTE Italian, Physical Education, ICT and The Arts. Choir is offered as an extra-curricula option and an Instrumental Music program is outsourced to professional instrumental teachers.

Technological influences have greatly impacted on our curriculum programs with the installation of an Interactive Whiteboard in each classroom, a computer ratio of 1:3 and 90 iPads. A full time ICT teacher was employed in 2012 which has greatly supported more purposeful integration of ICT within classroom and specialist programs. In 2011 we introduced a voluntary ICT levy of \$80 per family, which is well received by most families and has enabled us to maintain ICT resources to a high level.

Strong evidence based pedagogy has become a feature of our professional learning program. Our goal is to develop students' personal and social learning skills which will enable them to be successful, confident and tolerant individuals, able to contribute positively to society. We strive to deliver an inclusive curriculum where all students reach their full academic potential across all domains, ensuring that all students demonstrate improved academic achievement in Reading, Writing, Speaking and Listening, Number and Measurement. The implementation of Inquiry based learning over the review period, with a focus on questioning, thinking and research skills, is designed to have students take more responsibility for their learning, reflection and goal setting.

Our innovative teaching practices continue to evolve and to be embraced by our staff as we support our students to become 21st century learners. Our teachers plan and teach closely together. In each grade level there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. The use of student portfolios throughout the school and three way parent/teacher/student interviews at the middle and senior levels has enabled students to reflect on their learning. We embrace an inquiry learning model that ensures essential learnings are covered in a student's journey from Prep to Year 6.

In 2009 we established a partnership with Dr Jeni Wilson, an Educational Consultant. The focus was on the development of differentiated curriculum models to make sure we catered for all students and their various abilities and learning styles. The 'Inquiry Throughlines' developed in 2010 guided us in our areas of inquiry from Prep to Year 6. A new two year planner has been developed in line with AusVELS and is currently being implemented across the school.

We have maintained a strong professional partnership with Lyn Watts, an educational consultant, over a number of years, focussing on continuous improvement in relation to Teaching & Learning and the building of individual and team capacity. Lyn has delivered whole school professional development in the areas of Literacy and Numeracy as well as the further development of effective co-teaching strategies to better support students at their point of need. Lyn continues to work with all teachers as well as Team Leaders and Curriculum Leaders to build their capacity to lead effectively. An ongoing focus is to coach teams to effectively trial collaborative teaching practices to enhance teaching and learning, thus better meeting the needs of students. We very much look forward to continuing this partnership over the years ahead.

Student Welfare at Carnegie is a priority. Staff are positive role models for students and provide a safe, positive and nurturing environment for all students. Our students are generally well behaved, cooperative and have pride in the school. Students are involved in decision making through student leadership opportunities such as Junior School Council, Enviostars, House, Specialist and School Captains.

We run a camping program for students in years 3 to 6 with a year 2 Sleepover in preparation. A comprehensive PE/Sport program is run throughout the school, including Junior and Senior House Athletics, Interschool sport for years 5 to 6 students and a whole-school swimming program. We conduct an art show and an artist-in-residence program, providing all children with opportunities to shine. Italian Day is a feature of our calendar every second year.

Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students continue to be a focus for development through professional learning. A key component of the school's approach is the teaching of positive behaviours and the use of logical consequences to address both appropriate and inappropriate behaviour. The school practises a strong values program based on the 'You Can Do It' program. A 'Start Up' program is implemented at the commencement of each year. Each classroom develops their own values, vision and mission statements, which is an opportunity to establish classroom processes and encourage a sense of belonging.

Student achievements, including academic, sporting, social and those in the performing arts, are recognised weekly through school assemblies, the school newsletter and within daily classroom programs.

We focus strongly on maintaining and fostering our school as a learning community, which values interaction between and contribution from students, parents, teachers and the wider community. We provide a wide range of opportunities for families to be involved in their child's learning both formally and informally. In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school encourages parent participation in many capacities. Our school is well supported by an enthusiastic community, an effective School Council and Parents and Friends Association.

In summary, improved student learning outcomes at our school are supported and will be advanced by a number of factors. Those factors that will remain our areas of greatest focus are:

- The targeting of all resources towards our whole school improvement agenda.
- The high level of engagement in the work and priorities of our school amongst both staff and students.
- The commitment of staff towards continuous school improvement at a whole school and individual level.
- The manner in which our staff works cooperatively, actively participating in professional learning and then applying this learning to their work in the classroom with individuals and groups.
- The school-wide implementation of high-level differentiation of the curriculum.
- The use of contemporary targeted teaching and learning practices.
- The high-level care and empathy provided for the children by our staff team.
- The consistently restorative approach taken by all staff when dealing with inappropriate behaviour.
- The inclusive nature of our work with the children.

2. Methodology

This Self Evaluation provides an excellent opportunity for our school to bring together the work of the past four years. This evaluation has involved collecting and analysing relevant data and information to enable our school to form consistent judgements related to our goals and priorities.

Formal data contained in the School Level Report, NAPLAN Reports, School, Staff and Parent Opinion and Student Attitudes surveys and past Annual Reports have assisted our evaluation process, allowing us to determine and evaluate the school's performance over recent years.

Opportunities for staff, student and parent feedback occur on a regular basis and have stimulated discussions about our school programs and policies and perceived school directions. We have found that by taking a broad-ranging approach to our use of data we are better able to establish whole school priorities and directions.

An external education consultant was engaged to analyse our AusVELS and Naplan data from 2010 till 2013. By focussing on the assessment outcomes of groups of students and individuals, we have been able to design more differentiated approaches to grouping of children in learning teams. School based tracking provides a robust and effective method of collating and using data effectively. Staff are becoming more skilled at analysing available data that can be used to guide teaching and learning, leading to improvement in student learning outcomes.

At the end of 2013, a comprehensive curriculum audit was undertaken by all learning teams, providing advice and guidance in the development of this document. As a result of the ongoing processes of reflection, evaluation and refinement of the curriculum and teaching and learning program, our staff has developed an effective understanding of the processes of continuous improvement in which we have engaged.

School Council has had access to relevant data over the course of the strategic plan and has been involved in discussions of NAPLAN, teacher data and survey data. Their involvement in the school self-evaluation has centred on current practice known to them and suggestions for future directions based on this knowledge. To this end we have established that generally, the staff, parents and council have in mind very similar futures for our school. That is, one in which current priorities are maintained and extended, such that numeracy and literacy development continue to be focus areas along with student engagement and wellbeing. Our strong growth in developing a collaborative, supportive school culture supporting our students to be 21st century learners will be a priority.

Opinions of our senior students, parents and school councillors were canvassed through a questionnaire and via appropriate follow up discussion. The questions posed were – “What is great about our school?, What do we do that you value?, Is there anything you would add or remove from our current programs? When you/your child graduates at the end of grade six what do you believe you/they should have learned and experienced with us?”

The feedback, while varied, reinforced our work to develop a climate that focusses on continually building a positive and constructive culture that will lead to enhanced outcomes for all members of our community.

Our school Self Evaluation has provided an opportunity to acknowledge and celebrate our many successes and to creatively think about the possibilities and future opportunities that lie ahead.

We are looking forward to now working with a critical friend as part of our Peer Review process to formalise a dynamic and innovative strategic plan for our school for the next four years and beyond.

3. Evaluation of practice

Curriculum: *What students learn.*

Carnegie Primary School teaches the Australian Curriculum. It describes what young Australians should learn as they progress through their years at school. It provides the foundation for their future learning, growth and successful participation in our community. It also sets out essential knowledge, understandings, skills and capabilities in core areas of learning. The Australian Curriculum supports diversity and provides materials to assist teachers to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs and address the cognitive, affective, physical, social and aesthetic needs of all students. This includes students with a disability, gifted and talented students and students for whom English is an additional language. It emphasises the general capabilities that should be developed in our students encompassing the knowledge, skills and behaviours that, together with curriculum content in each learning area and cross-curriculum priorities, will assist them to live and work successfully. (<http://www.australiancurriculum.edu.au>)

Since our last school review, priorities have been to develop a whole school pedagogy focusing on student centred learning. While teaching practice was progressing well and achieving generally appropriate results for our children, the staff were keen to elevate their practice, adopting the notion of continuous school improvement. A comprehensive targeted program of professional learning became the conduit through which this would be achieved.

The manner in which we nurture our children and their educational growth is a tremendous source of pride for our staff and the community. The children feel valued as individuals and confident they are in a safe learning environment. With guidance and support the students set individual learning goals and reflect on these more deeply as they progress through the school. The value of 'Respect' guides our school culture. We grow together, appreciating our similarities and accepting the strength of our diversity. We have established a learning environment that values educational growth, celebrates success and fosters care and empathy in its relationships.

Pedagogy and Assessment: *How students learn and how we help them learn.*

Our program of professional learning has enabled us to better target the learning needs of our children. Relevant formative and summative assessment tools supported teachers to better differentiate and streamline teaching and learning to meet student needs. In addition, it has improved engagement in the curriculum, particularly in literacy and numeracy, as the tasks being presented to the children better fit their needs. Writer's Notebooks, CAFE Reading and the explicit teaching of strategies to develop comprehension, oral language, spelling, automatic response, number skills and problem solving have combined to rejuvenate some areas of our program. The most pleasing aspect of our work in professional learning has been that teachers have rapidly embraced, trialled and adopted the new pedagogy. The benefit to the children is being noticed in the enthusiasm to approach learning differently and to embrace the notion that they are in control of their learning outcomes and can influence the degree to which they experience success.

We have aligned spending of the credit and cash components of the SRP to our pedagogical improvement agenda. Significant monies are allocated to teacher and education officer support in all learning teams and to providing high quality, relevant professional learning and curriculum resources. We are focused on providing assistance to the children at their point of need therefore differentiation and to a degree, personalisation of the curriculum are important to our pedagogy. We help students learn by adopting a team approach involving the student, classroom teachers and support staff.

Learning Plans, both individual and group, are developed for children assessed as achieving below their chronological level or significantly above it (including PSD children). Behaviour Management Plans are written, when necessary, for children experiencing difficulty with an aspect of their behaviour. Extra teaching and ES officers are employed in all learning teams meaning optimum learning opportunities are provided to all children whether working towards, working at or working beyond expected levels. The NAPLAN Data Service including matched cohort data and item analysis. On Demand testing, pre and post testing, moderation and other diagnostic tools are used to assess progress and refine individual learning programs. The SPA tool has been used since 2012.

Reporting: *The feedback we give to students and their families on learning progress and what they need to learn next.*

Our staff provides ongoing timely feedback to the children regarding achievement and progress. The formal process of engaging in pre and post testing of curriculum content is ongoing and well known to them. These tests are generally teacher developed and are not completed in isolation but rather as part of the teaching process such that a broad evaluation of a child's understanding can be developed and discussed. This is particularly true of the Year 3-6 classes where, as a result of the breadth of content, teachers engage in ongoing conferences with their students to establish current and future learning needs. Informal assessment of student progress is also ongoing. Teachers at our school are required to engage with the children during all learning tasks in order that timely feedback and assistance is always available. Work in areas, such as automatic response, Café Reading and Writer's Notebooks, provides not only ongoing feedback to learners but also a valid method of tracking or determining progress or the lack of it.

Parents are encouraged to join cooperative partnerships with our staff in order that home and school life can be mutually beneficial to the child's formal education. Parents are provided with six monthly written reports on student progress using the DEECD approved format. They have a minimum of two formal opportunities annually to meet with their child's teacher in person and if this is not possible, they are contacted for a phone interview. Since 2012, teachers and students in Years 5 & 6 have conducted three way interviews, whereby parents, teachers and students may all be present and involved. This was also trialled in year 3 & 4 in 2013. We believe this supports our older students to become responsible, reflective learners and will strengthen the home-school partnership in building on the collective responsibility of supporting our young people in their development. Feedback was sought and these were embraced by our students and were generally well received by parents.

It is important to our community that feedback opportunities exist regardless of formal interviews or other published arrangements. To this end our staff are very visible around the school at times when parents are in attendance. At various special times of the term and before school, teachers are on duty, providing the parents with a great opportunity for informal contact. The Principal and Assistant Principal promote an open door policy and are clearly accessible for an informal conversation or the booking of a formal meeting time. Morning and evening parent chats session have been offered over recent years with a small number of families taking this opportunity to meet and ask questions. A parent questionnaire has been sent out each December asking parents for their feedback on the year and suggestions in relation to our school's policies and programs moving forward. A small number of families offer well considered suggestions.

Individual Student Portfolios are developed each year from Prep to Year 6. Senior students have recently begun producing digital portfolios. These portfolios are developed throughout the year and provide an opportunity for students to share some of their learning with their families and their peers. It is another opportunity for students to write personal goals and reflect on their learning. Portfolio sharing afternoons are held each semester.

Our accepted practice is child-centred. As a whole school, we take pride in the notion that our children are receiving a continuously improving curriculum and pedagogy in an environment that nurtures and protects, making solid engagement and connection a reality. We are very proud of our children and our school and are committed to our evolving practice. Parent and staff feedback confirm that our unwavering adherence to the operation of our school is appreciated and successful in bringing about high quality student work and behaviour.

4. Evaluation of performance

Achievement	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve learning outcomes for students in Years 3 to 6, ensuring individual needs, abilities and talents are fostered and developed</p> <p>At least 35% of all students deemed capable to be rated A or B in VELs teacher judgements in both English and Maths</p> <p>Percentage of students in years 3 & 5 achieving at or above expected level in the National Assessment of both literacy and numeracy to be 95% or greater</p> <p>Teacher assessed VELs data to more closely align with online assessments and Naplan results in both English and Maths</p> <p>Student responses in the Teaching and Learning variables of the Attitudes to School Survey to be at or above 4.50</p>	<p>According to AusVELs teacher judgements at the end 2013 the % students rated A & B was :-</p> <ul style="list-style-type: none"> • Prep to Year 6 Reading - 35% or more rated A or B • Year 1,2, 5 & 6 Writing – 35% or more rated A or B • Year 1,2,3, 5 & 6 Speaking and Listening - 35% or more rated A or B • Year 1 to Year 6 Number – 35% or more rated A or B • Year 2,3 and 5 Measurement, Chance and Data – 35% or more rated A or B <p>According to 2013 Naplan Results we are considerably above State results in all areas</p> <ul style="list-style-type: none"> • 96% -100% of students in years 3 & 5 achieved at or above expected level in Naplan • 56 % of students made medium growth and 32% of students made high growth from year 3 to 5 in Reading • 40% of students made medium growth and 44% made high growth in Writing from year 3 to 5 • 53% of students made medium growth and 25% made high growth from year to 5 in Spelling • 42% of students made medium growth and 37% made high growth from year 3 to 5 in Punctuation and Grammar 	<p>Our staff have identified the ongoing commitment to professional learning and the building of collaborative planning and teaching practices as significant contributors to robust student outcomes. This has been supported by:</p> <ul style="list-style-type: none"> • Development of Prep to 6 planning documentation • Writing and revising of a whole school assessment schedule • Introduction of Café reading in 2013 • Introduction of 'Words Their Way' in 2011 • P to 6 Maths planner and Writing genre planner introduced in 2013 • Reviewing our practices in relation to Speaking and Listening • Training of ES officers to better support our teaching and learning • Teachers regularly seeking feedback from students to evaluate their attitude to school using a number of survey tools and responding to areas of need • Students being actively involved in the setting of individual and team learning goals • Targeting of significant school resources towards our improvement in student learning 	<p>We will further our documentation of the curriculum in that we have recorded with enough detail a sequential guide that can be used and followed by all staff regardless of length of tenure. A curriculum/year level planner is in draft form this year and will be modified as required.</p> <p>Professional learning and the application of this to classroom practice will again be our focus. The staff needs time to consolidate the learning and to refine their classroom practice accordingly.</p> <p>As a result of their ongoing input to the program this will take the form of modelled teaching sessions and differentiated and personalized content in 2014.</p> <p>Our Pupil Free Days will review, expand and consolidate our teaching and learning work and will continue to be driven as a partnership between our teaching staff and our consultant to ensure relevance to the learning needs of the children and staff.</p> <p>Resourcing of our school must be directed towards our pedagogy and curriculum scope and sequence if student achievement is to be positively impacted to the greatest degree. Support staff and additional teaching staff will be directed towards improving differentiation of the curriculum across grades, year levels, specific cohorts and individuals.</p>

		<ul style="list-style-type: none"> • 44% of students made medium growth and 39% made high growth from year 3 to 5 in Numeracy <p>According to 2013 Attitude to School Survey, 5 of the 6 variables in the Teaching and Learning section of the survey were above 4.5. Learning Confidence was still above State and Region at 4.44</p>	<ul style="list-style-type: none"> • Active participation in ongoing professional learning and the application of this learning to their work in the classroom • High level of engagement in the work and priorities of our school amongst both staff and students • The school wide implementation of differentiation of the curriculum to better meet student needs • The use of contemporary targeted teaching and learning practices • An extremely high level of care of children by staff 	<p>Continue to revise our whole school assessment schedule to ensure relevant data is collected, analysed and drives teaching and learning.</p> <p>To further embed purposeful reflection and feedback for students and teachers within teaching and learning teams.</p> <p>ICT expenditure will continue to be directed towards improving our pedagogy and lifting achievement.</p> <p>A priority will be enhanced moderation within and between levels particularly in the areas of Literacy and Numeracy.</p> <p>Continue to enhance induction for new and returning staff as well as those moving to roles to ensure comprehensive knowledge of curriculum, processes, student needs and data at CPS.</p> <p>Ongoing analysis of student data to drive our teaching and learning, collaborative practices and differentiation within learning teams.</p> <p>A greater focus and confidence in teaching and assessing of the Measurement, Chance and Data area of Numeracy.</p>
--	--	---	--	--

Engagement	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To further develop students' personal and social learning</p> <p>Student responses in Wellbeing variables of the Attitudes to School Survey to be at or above 6.00</p> <p>Parent responses in the Student Engagement section of the Parent Opinion Survey to be 6.00 or above</p>	<p>According to 2013 Attitude to School Survey both variables in the Wellbeing section were above 6.0.</p> <p>According to the 2013 Parent Opinion Survey our results were above the target of 6.00 in Connectedness to Peers and School Connectedness</p> <p>Our partnerships with Jeni Wilson and Lyn Watts have assisted our staff to develop and implement a contemporary curriculum that meets the learning needs of our children.</p> <p>The staff has an ongoing input into the direction of the professional learning such that the needs of their children are met in a timely manner. The most pleasing aspect of the program has been the rapid uptake of clearly relevant learning.</p> <p>Teaching and learning has grown in areas such as oral language development, the teaching of comprehension strategies and the use of CAFÉ Reading and Writer's Notebooks.</p> <p>Considerable monies have been allocated to enhance facilities – ICT resources, new learning centre, upstairs and office refurbishment, new furniture, sporting equipment and significant monies to enhance outside areas.</p>	<p>We believe high student engagement and connectedness to school can be attributed to a number of factors including:</p> <ul style="list-style-type: none"> • Implementation of the E5 model, collaborative learning teams, ongoing professional learning focusing on Teaching and Learning. • Implementation of Inquiry based learning continues to provide pathways for personalised learning and hence the engagement of students in areas of interest and individual investigations where students are able to connect to the real world. • An extensive range of extra-curricular programs offered by the school including our instrumental music program, in addition to the specialist programs, in The Arts, Phys-Ed, ICT and LOTE. • Increased use of ICT as a learning tool and hence engagement of students. Over the last three years there has been a major focus on the provision of resources but more importantly the pedagogically appropriate use of ICT. • A focus over the first few weeks each year to our 'Start Up' program. This sets the tone for the year ahead. The establishment of a positive learning environment where each child feels valued. 	<p>We will continue to focus on providing a wide-ranging curriculum that is based on student need, is challenging and accurately targeted, along with extracurricular activities that add to this work.</p> <p>The budget process will continue to be allocated to support student engagement – resources, teacher support staff, ongoing professional learning etc.</p> <p>We will endeavour to create groupings of students that take into account educational, social and emotional needs of individuals such that they feel well cared for and a partner in their education.</p> <p>We will continue to celebrate our children and their success in all their endeavours. Our staff are very focussed on treating each child as an important individual and a relevant member of our school community, deserving of the care, attention, nurturing and success they seek.</p> <p>Continue to develop a whole school approach to purposeful use of WALT and WILF.</p> <p>Investigate and implement the introduction of the 'Bounce Back' program for 3 to 6 students.</p>

		<p>Extracurricular programs such as Lunchtime Sustainability, Choir, Chess Club, Lunchtime Library, Indoor Games and our Instrumental Music Program provide an excellent platform for our children to achieve success.</p>	<ul style="list-style-type: none"> • Ongoing opportunities for parents to be involved in their child/children's learning – Literacy partnerships, Inquiry learning opportunities, portfolio sharing, special days etc. • 'You Can Do It' is implemented successfully in years Prep to 2 with other social skills program also utilised in years 3-6. • Development of a Student Wellbeing leadership position in 2011 and this staff member's involvement in the SaGE Wellbeing Portfolio group. • A very well received Prep transition program that commences in the November of the previous year ensures a smooth transition for our new prep students. This is enhanced over the year ahead by our Prep/ Year 6 Buddy program. • Our planning and implementation of both science and history in line with the Australian Curriculum has proceeded well. Time has been spent incorporating these guidelines into our school Inquiry overview. We have purchased support materials (Primary Connections and Discovering History) aligned to the Australian Curriculum K-6. • Student voice has been valued and recognised. 	<p>Continue with and further develop the transition programs across all levels, buddies, Start-Up & Step Up programs, lunchtime activities and house points system and activities.</p> <p>Continue to focus on student well-being across the school including reviewing our current wellbeing policies, values and behaviour management programs.</p> <p>Reviewing of our 2 year Inquiry Overview to support school priorities and personalised learning.</p> <p>Continue to provide meaningful opportunities to enhance student voice and student choice.</p>
--	--	--	--	--

Wellbeing	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To equip students with the skills, knowledge and understandings for successful transition entering into school, within primary school and in moving on to secondary school</p> <p>Parent satisfaction with the transition programs and school connectedness as reported in the Parent Opinion Survey to be 6.00 or above</p> <p>Student responses in the Learning Confidence and Connectedness to Peers variables of the Attitudes to School Survey to be at or above 4.50</p>	<p>According to the 2013 Parent Opinion Survey we met our target of 6.0 or above in relation to parent satisfaction with School Connectedness and Connectedness to Peers. The score for Transitions was slightly below at 5.81</p> <p>According to the 2013 data in the Connectedness to Peers variable in the Attitudes to School Survey we achieved above the target of 4.50 in 2013</p> <p>Positive and responsible student behaviour has become a hallmark of our school. An effective, supportive and cooperative learning environment has been established and is actively maintained.</p> <p>We have built a school environment based on positive behaviour, mutual respect and cooperation. Both staff and students treat each other with respect, and enjoy an environment where bullying (including cyber bullying), harassment, violence and discrimination is not tolerated.</p> <p>We manage poor behaviour choices in an educative, positive and professional manner. We have established well-understood and logical consequences for student behaviour.</p> <p>The curriculum is sequential and provides for the needs of individuals and groups.</p>	<p>We have built a school environment based on positive behaviour, mutual respect and cooperation. We believe the following are major contributors to our wellbeing success:</p> <ul style="list-style-type: none"> • Commitment to our guiding value of Respect. Respect of oneself, others and the broader community and environment • In our restorative approach we are accepting of the person and rejecting of the behaviour • Encouraging the child to accept the consequence of their actions • Focusing on the positive aspects of a child's behaviour • The school curriculum includes units on resilience, getting along, persistence, positive choices, bullying, cyber bullying, conflict resolution and leadership. • Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals. • The building of strong home/school partnerships – parent information nights, 3 way interviews, Parent Helpers program, parent class representatives, school and year level newsletters, emails etc 	<p>Continue to work on strengthening ties with Carnegie Kinder and Glen Eira Secondary College.</p> <p>Continue to promote our 'Open Door Policy', encouraging parent, students' and teachers' relationships.</p> <p>Ongoing targeted programs for students in the area of cyber safety, E Smart and student wellbeing, ensuring positive outcomes for all students.</p> <p>Ongoing professional learning for teaching teams and whole staff focusing on Student Wellbeing including of 'best practice' sharing from within.</p> <p>Our induction process for staff will continue and be strengthened. It is important that the staff are regularly inducted into our culture of high expectations in all areas of our operation.</p> <p>Ongoing development of a whole school curriculum scope and sequence for teaching and learning. We seek to provide our community with a clearly organised and contemporary curriculum with which to engage.</p> <p>Extracurricular programs will remain a focus of our effort into the future.</p>

		<p>Student work and achievements are regularly celebrated and showcased.</p>	<ul style="list-style-type: none"> • Surveyed our year 1 to 6 students and developed data to complement Attitude to School survey and POLT data. Results informed future planning, goal setting and PD. • Transition coordinator in place for kinder to prep and year 6 to secondary school. We have a well-planned and effective transition program for students entering prep and leaving for Secondary College. CPS is committed to the Sage Transitions and Pathways portfolio group • Implementation of a 'Step Up' program to support smooth transitions throughout the school. Particular attention is given to supporting students with additional needs. Opportunities are made throughout term 4 for children to work in the next year's learning space and as appropriate meet teachers. Teachers disseminate relevant information in a timely manner. • Opportunities for parents to be involved in the transitions through information sessions, social events, parent programs and PFA opportunities 	<p>Look at enhancing our Wellbeing programs to include a greater emphasis on philosophy, mindfulness, meditation and yoga.</p> <p>Ongoing student and parent surveys to gauge regular, timely and purposeful feedback to guide our short and long term and practices.</p>
--	--	--	--	---

Productivity	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Decisions about staffing allocations are based strongly around the building of effective teams as the agents of change. Professional learning teams are based on distributive leadership and are reliant on collegiate planning.</p> <p>It was therefore strongly felt that what was required with some urgency was a strong curriculum plan for the school such that all teachers at all levels were able to accurately assess in order to place children on a learning continuum that began at enrolment and progressed seamlessly until graduation.</p>	<p>We are very proud of our achievements to date. We have been committed to establishing a clear direction for professional learning focussing on contemporary pedagogy that supports and is compliant with the Australian Curriculum.</p> <p>We employed an educational consultant, Lyn Watts, to lead professional curriculum learning. Lyn works with individuals, team and curriculum leaders and the whole staff in order to provide the correct mix of instruction and practice coupled with assessment and moderation. From 2010 till 2012 we employed education consultant Dr Jeni Wilson to work with teachers on the development of the Inquiry learning model.</p> <p>Construction of our 6 classroom learning centre in 2011 and the refurbishment of our more traditional upstairs classrooms has greatly supported collaboration and flexible use of teaching and learning spaces.</p>	<ul style="list-style-type: none"> • Allocation of budget funds to support the following: additional teachers and Education Support Officers in all learning teams, leadership positions and significant whole school professional learning. • Allocation of funds to purchase books, reference material, ICT resources, furniture and equipment. • The willingness and professionalism of staff to embrace the direction being set, support each other and adjust their regular practices to ensure they are meeting the needs of our developing whole school pedagogy • Streamlining of our meeting schedule across each term to allow for more purposeful professional learning and dedicated time for team and curriculum planning • The structure of the professional learning program has greatly enhanced the ability of teachers to manage the changes. Pupil Free Days are targeted at introducing and consolidating work that follows on from the ongoing professional learning program that occurs during the school term and within the structure of regular meeting times. 	<p>Our current focus on improved pedagogy and the development of a whole school predictable, contemporary curriculum will not change over the period of this plan. We will, however, seek to add value to this work through the further alignment of all resources available to us.</p> <p>Our staffing decisions will remain linked to the needs of our children and community. Our human resources must be able to bring about achievement at a high standard within our professional and socioeconomic environments. They must be in a position to educationally lead all members of our community and to translate this leadership into actions that bring about lasting growth in the learning potential of the children.</p> <p>The structure of the professional learning program will continue as it has greatly enhanced the ability of teachers to manage changes. Pupil Free Days are targeted at introducing and consolidating work that follows on from the ongoing professional learning program that occurs during staff meeting times.</p> <p>We will ensure productive teams are correctly established across the school.</p>

			<ul style="list-style-type: none"> • A possible inhibitor is that we will overload the staff with our growth agenda by not allowing appropriate time for the uptake and consolidation of professional learning 	<p>Increase and diversify the communication opportunities with parents about our programs and successes. Our SRP and local fundraising will be directed towards the implementation of our whole school Strategic Plan.</p> <p>Continue to support the transition from LOTE Italian to LOTE Japanese in 2015</p> <p>Continue to liaise with DEECD re appropriate spending on our facilities in line with our CARS report and our school's Master Plan.</p>
--	--	--	---	---