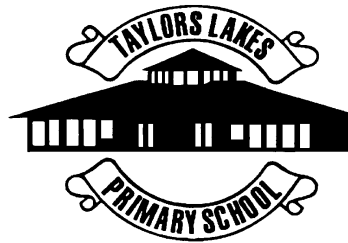


TAYLORS LAKES PRIMARY SCHOOL

5258

School Strategic Plan

2010 -2013



<p>Endorsement by School Principal</p>	<p>SIGNED.....</p> <p>NAME.....Peter Reading.....</p> <p>DATE.....</p>
<p>Endorsement by School Council</p>	<p>SIGNED.....</p> <p>NAME...William Cornwell.....</p> <p>DATE.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>SIGNED.....</p> <p>NAME.....</p> <p>DATE.....</p>

School Profile

<p>Purpose</p>	<p>At Taylors Lakes Primary School we strive for excellence in education, through purposeful interaction, a challenging teaching and learning environment for all, encouraging learning for life, and helping prepare our students for a positive and responsible role in Australian society.</p> <p>Our school is driven by strong values and belief that every student can achieve success.</p> <p>This underpins a productive and highly inclusive school culture that is focused on ensuring effective and enriched teaching and learning of all students and continuous improvement of teaching pedagogy to improve student learning outcomes.</p>																		
<p>Values</p>	<p>We support the development of autonomous learners with the knowledge, skills and behaviours to:</p> <ul style="list-style-type: none"> ▪ develop an understanding of their strengths and potential ▪ learn with and from peers, which includes seeking and responding appropriately to feedback ▪ increasingly manage their own learning and growth by reflecting on their own learning and setting their own learning goals ▪ develop resilience and behaviours which support learning ▪ recognise and enact the Victorian Essential Learning Standards learning principles within and beyond the school. (*Learning for all, Pursuit of excellence, Engagement and effort, Respect for evidence and Openness of mind). <p>The achievement of these outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn and think and where self regulated effort in learning is promoted.</p> <p><u>Our School Values</u></p> <table border="1" data-bbox="448 970 1767 1358"> <thead> <tr> <th>VALUES</th> <th>BEHAVIOURS</th> <th>VALUES</th> <th>BEHAVIOURS</th> </tr> </thead> <tbody> <tr> <td>TOLERANCE</td> <td> <ul style="list-style-type: none"> ▪ Getting along ▪ Co-operating ▪ Playing by the rules </td> <td>HONESTY</td> <td> <ul style="list-style-type: none"> ▪ Being trustworthy ▪ Being sincere ▪ Showing common sense </td> </tr> <tr> <td>EXCELLENCE</td> <td> <ul style="list-style-type: none"> ▪ Being organised ▪ Showing persistence ▪ Having pride ▪ Doing your best </td> <td>RESPONSIBILITY</td> <td> <ul style="list-style-type: none"> ▪ Being accountable ▪ Understanding consequences of actions ▪ Using self control </td> </tr> <tr> <td>CARE & RESPECT</td> <td> <ul style="list-style-type: none"> ▪ Being supportive ▪ Having self worth ▪ Respecting property and others </td> <td>INCLUSION</td> <td> <ul style="list-style-type: none"> ▪ Belonging ▪ Showing compassion ▪ Being accepting </td> </tr> </tbody> </table>			VALUES	BEHAVIOURS	VALUES	BEHAVIOURS	TOLERANCE	<ul style="list-style-type: none"> ▪ Getting along ▪ Co-operating ▪ Playing by the rules 	HONESTY	<ul style="list-style-type: none"> ▪ Being trustworthy ▪ Being sincere ▪ Showing common sense 	EXCELLENCE	<ul style="list-style-type: none"> ▪ Being organised ▪ Showing persistence ▪ Having pride ▪ Doing your best 	RESPONSIBILITY	<ul style="list-style-type: none"> ▪ Being accountable ▪ Understanding consequences of actions ▪ Using self control 	CARE & RESPECT	<ul style="list-style-type: none"> ▪ Being supportive ▪ Having self worth ▪ Respecting property and others 	INCLUSION	<ul style="list-style-type: none"> ▪ Belonging ▪ Showing compassion ▪ Being accepting
VALUES	BEHAVIOURS	VALUES	BEHAVIOURS																
TOLERANCE	<ul style="list-style-type: none"> ▪ Getting along ▪ Co-operating ▪ Playing by the rules 	HONESTY	<ul style="list-style-type: none"> ▪ Being trustworthy ▪ Being sincere ▪ Showing common sense 																
EXCELLENCE	<ul style="list-style-type: none"> ▪ Being organised ▪ Showing persistence ▪ Having pride ▪ Doing your best 	RESPONSIBILITY	<ul style="list-style-type: none"> ▪ Being accountable ▪ Understanding consequences of actions ▪ Using self control 																
CARE & RESPECT	<ul style="list-style-type: none"> ▪ Being supportive ▪ Having self worth ▪ Respecting property and others 	INCLUSION	<ul style="list-style-type: none"> ▪ Belonging ▪ Showing compassion ▪ Being accepting 																

Environmental Context	<p>Taylor's Lakes Primary School is one of the larger primary schools in the north western City of Brimbank. Our school has maintained a consistent enrolment in excess of 600 students for many years now and it is expected that in 2010 our enrolment will again be in the range of 610 – 620 students.</p> <p>Our school was established in 1989 and is located on an attractive, treed site that fits well with the local environment. Our buildings, play areas and gardens are extremely well maintained and provide the facilities and physical environment to support effective learning.</p> <p>The school is centrally located within the developed residential area of Taylor's Lakes. We share a large site with Taylor's Lakes Secondary College while the Barbary Crescent Kindergarten is located on our site.</p> <p>Our school enjoys a strong reputation within the community. An atmosphere of mutual trust and respect with shared educational responsibility between parents, teachers and students has developed.</p> <p>The recognized features of the school which assist students in the pursuit of positive learning outcomes include:</p> <ul style="list-style-type: none">• The delivery of a broad inclusive, curriculum.• The existence of a safe, attractive and caring environment.• Open lines of communication throughout the school community.• High parental expectations and level of involvement in every aspect of school life.• Financial management that ensures the provision of well-resourced programs.• A highly skilled and professional staff, committed to improving students' learning and teaching practice.• The ongoing evaluation of the school's programs and practices.
------------------------------	--

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To maximise the numeracy and literacy learning and educational outcomes of every student. To maximise the instructional capability of all staff. <p>WMR Goals To build high performing pedagogically skilled teams which are led by instructional leaders to achieve improved student learning outcomes for all students P-12 with a strong focus on literacy and numeracy.</p> <p>Student learning goals as stated in the WMR Blueprint.</p>	<ul style="list-style-type: none"> Every student to improve at least one full VELs level every two years. Every student deemed capable to be performing at or above the expected SFO and NAPLAN band. Every student deemed “at risk” will have an individual learning plan. Set and achieve appropriate learning goals on the staff personal PD plans. <p>WMR Targets Assessment of Reading At end of 2012 Year Prep -100% of students at or above Level 5* Year One - 100% of students at or above Level 15* Year Two - 100% of students at or above Level 20*</p> <p>*Students deemed capable as defined by assessment of reading NAPLAN: Reading and Number All students in Years 3, 5, to be at or above the year-level appropriate Band (Bands 3, 5,) together with the following expectations: *Students deemed capable as defined by assessment of reading</p>	<ul style="list-style-type: none"> Coaching staff in effective literacy and numeracy teaching & learning strategies.. Explore explicit teaching strategies and instructional models e.g. e5 Shared language around teaching and learning. Funding for teacher professional leave. Record all PD and map against school goals and targets. Provide in school opportunities for collaborative reflection on practice. <p>Enhance pedagogical practice focusing on literacy and numeracy.</p> <p>Use the ESL continuum to record progress</p>

		<p>VELS Teacher Judgements: Reading and Number: All students to be at or above the expected year-level standard</p> <table border="1" data-bbox="904 363 1572 651"> <thead> <tr> <th>Year level (end)</th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>100% at or above 2.00</td> <td>100% at or above 2.00</td> </tr> <tr> <td>4</td> <td>100% at or above 3.00</td> <td>100% at or above 3.00</td> </tr> </tbody> </table> <p>Demonstrate improvement against the ESL Continuum</p> <table border="1" data-bbox="904 794 1572 1050"> <thead> <tr> <th>Year level</th> <th>Reading</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>20% above Band 3</td> <td>20% above Band 3</td> </tr> <tr> <td>5</td> <td>20% above Band 5</td> <td>20% above Band 5</td> </tr> </tbody> </table>	Year level (end)	Reading	Number	2	100% at or above 2.00	100% at or above 2.00	4	100% at or above 3.00	100% at or above 3.00	Year level	Reading	Number	3	20% above Band 3	20% above Band 3	5	20% above Band 5	20% above Band 5	<p>Student learning strategies as stated in the WMR Blueprint.</p>
Year level (end)	Reading	Number																			
2	100% at or above 2.00	100% at or above 2.00																			
4	100% at or above 3.00	100% at or above 3.00																			
Year level	Reading	Number																			
3	20% above Band 3	20% above Band 3																			
5	20% above Band 5	20% above Band 5																			
<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> To provide a safe, caring and stimulating learning community for all students. To reduce student absences. 	<ul style="list-style-type: none"> Continuous improvement in the Survey Data. In particular: ATS Survey – Wellbeing and Student Relationships items. Parent Opinion – Student Engagement items. 	<ul style="list-style-type: none"> Building self – esteem in students ,Individual Learning Plans(for students deemed “at risk”) developed with teachers and parents. Investigate resilience programs such as 																		

	<p>WMR Goals Every network school to be a vibrant learning community with positive management and engagement strategies that enable improved student learning outcomes in relation to student attendance and engagement.</p> <p>Student Engagement and Wellbeing goals as stated in the WMR Blueprint.</p>	<p>WMR Targets Attendance: The network mean average absence rates to be no more than: Prep-6 (12 days) and Years 7 – 12 (13 days)</p> <p>Attitudes to School Survey (ATSc):</p> <table border="1" data-bbox="902 448 1574 887"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>Minimum target network mean by 2012</th> </tr> </thead> <tbody> <tr> <td>5-12</td> <td>Student Morale Student Safety School Connectedness Teacher Effectiveness Stimulated Learning</td> <td>All schools in our network are ranked in the top 25% in the state for these variables.</td> </tr> </tbody> </table> <p>Parent Opinion Survey (POS):</p> <table border="1" data-bbox="902 979 1574 1321"> <thead> <tr> <th>Year</th> <th>Variable</th> <th>Minimum target network mean by 2012</th> </tr> </thead> <tbody> <tr> <td>P-12</td> <td>Stimulating Learning General Satisfaction</td> <td>All schools in our network ranked in the top 25% in the state for these variables.</td> </tr> </tbody> </table> <p>School Organizational Health Questionnaire</p>	Year	Variable	Minimum target network mean by 2012	5-12	Student Morale Student Safety School Connectedness Teacher Effectiveness Stimulated Learning	All schools in our network are ranked in the top 25% in the state for these variables.	Year	Variable	Minimum target network mean by 2012	P-12	Stimulating Learning General Satisfaction	All schools in our network ranked in the top 25% in the state for these variables.	<p>“Bounce Back”.</p> <p>Develop and implement a diverse range of programs and strategies to meet the specific needs of our school communities and achieve improvement in student safety and engagement.</p> <p>Whole school approach to student wellbeing, (not individual teachers) using Framework for Student Support Services</p> <p>Student Engagement and Wellbeing strategies as stated in the WMR Blueprint.</p>
Year	Variable	Minimum target network mean by 2012													
5-12	Student Morale Student Safety School Connectedness Teacher Effectiveness Stimulated Learning	All schools in our network are ranked in the top 25% in the state for these variables.													
Year	Variable	Minimum target network mean by 2012													
P-12	Stimulating Learning General Satisfaction	All schools in our network ranked in the top 25% in the state for these variables.													

		<p>(SOHQ):</p> <table border="1" data-bbox="902 212 1570 552"> <thead> <tr> <th data-bbox="902 212 1025 331">Year</th> <th data-bbox="1025 212 1312 331">Variable</th> <th data-bbox="1312 212 1570 331">Minimum target network mean by 2012</th> </tr> </thead> <tbody> <tr> <td data-bbox="902 331 1025 552">P-12</td> <td data-bbox="1025 331 1312 552">Student Motivation</td> <td data-bbox="1312 331 1570 552">All schools in our network ranked in the top 25% in the state for these variables.</td> </tr> </tbody> </table> <p data-bbox="994 603 1563 703">Improved the attendance data for identified refugee students and students with interrupted schooling</p>	Year	Variable	Minimum target network mean by 2012	P-12	Student Motivation	All schools in our network ranked in the top 25% in the state for these variables.	
Year	Variable	Minimum target network mean by 2012							
P-12	Student Motivation	All schools in our network ranked in the top 25% in the state for these variables.							
<p>Student Pathways and Transitions</p>	<ul data-bbox="488 726 831 858" style="list-style-type: none"> Support all students in their transition into, through and out of the school. <p data-bbox="439 871 860 1134">WMR Goals To apply successful transition programs, with a focus on student retention, to maximise the education, training and employment options for all students in the Keilor/ St Albans network.</p>	<ul data-bbox="949 726 1514 794" style="list-style-type: none"> Continuous improvement in Transitions measure on the Parent Opinion Survey. <p data-bbox="902 884 1319 959">WMR Targets Parent Opinion Survey (POS):</p> <table border="1" data-bbox="902 967 1570 1214"> <thead> <tr> <th data-bbox="902 967 1025 1086">Year</th> <th data-bbox="1025 967 1312 1086">Variable</th> <th data-bbox="1312 967 1570 1086">Minimum target network mean by 2012</th> </tr> </thead> <tbody> <tr> <td data-bbox="902 1086 1025 1214">P-12</td> <td data-bbox="1025 1086 1312 1214">Transitions General Satisfaction</td> <td data-bbox="1312 1086 1570 1214">6.5 6.5</td> </tr> </tbody> </table>	Year	Variable	Minimum target network mean by 2012	P-12	Transitions General Satisfaction	6.5 6.5	<p data-bbox="1599 716 1995 815">Increased communication and interaction with local kindergartens.</p> <p data-bbox="1599 852 2029 951">Develop and implement strategic transition programs (P-6) which improve student outcomes.</p> <p data-bbox="1599 987 2040 1086">Student Pathways and Transitions strategies as stated in the WMR Blueprint</p>
Year	Variable	Minimum target network mean by 2012							
P-12	Transitions General Satisfaction	6.5 6.5							

SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <ul style="list-style-type: none"> • Coaching staff in numeracy & literacy :effective teaching & learning strategies. • Explore explicit teaching strategies and instructional models e.g. e5 • Shared language around teaching and learning. • Funding for teacher professional leave. • Record all PD and map against school goals and targets. <p>Provide in school opportunities for collaborative reflection on practice.</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Create engaging physical learning environments. ▪ Leadership Capacity training. ▪ Continue working with maths consultant, Anne Thorp on a weekly basis. ▪ Strong focus on developing numeracy across the school. ▪ Apply for teacher professional leave. ▪ Continue to record PD. ▪ Initiate Numeracy Coach position ▪ Targeting ESL students ▪ Continue with WMR Initiatives ▪ Use data to inform planning. ▪ Professional Learning in E5 – exploration of the instructional model. ▪ Allow a cross section of teams and members of teams to go to different PL and then come back and share info. ▪ Moderation to ensure common understandings and to help with future planning and assessment. ▪ Continue to explicitly teach Literacy & Numeracy. ▪ Integrate Ultranet in school's core purpose & beliefs. ▪ Identify & support staff in completing appropriate Ultranet Online Professional Learning & help modules. ▪ Establish learning circles focussing on developing & sharing expertise in Web 2.0 	<ul style="list-style-type: none"> ▪ Classroom libraries ▪ Conferencing happening ▪ Reading/maths journals ▪ All staff use maths model ▪ Teachers , through coaches & consultant, improving their teaching practice ▪ Curriculum planning reflects the needs of ESL students. ▪ All staff responsible for attending relevant Literacy/Numeracy PD as directed by WMR & providing feedback to other staff & showing improved practice. <p>PD plans reflect the goals & actions of our school's Strategic Plan. Instructional school leaders actively participate in literacy and numeracy walks, work strategically with school coaches/ coordinators and drive school improvement.</p> <p>Assessment on Demand is used .</p> <p>All staff have a shared vision of how the Ultranet is linked to improving learning & teaching.</p> <p>Teachers meet regularly to develop curriculum plans, learning sequences & resources for online sharing through the Ultranet.</p>

		<p>applications.</p> <ul style="list-style-type: none"> ▪ Develop clear & agreed expectations around quality curriculum planning & delivery linked to collaborative online development. ▪ Teacher Performance & development Plans include use of the Ultranet where appropriate to support professional learning goals. ▪ Continue with WMR Initiatives <p>Strong instructional school leaders drive literacy and numeracy teaching throughout network schools and develop shared network common goals for literacy and numeracy which are articulated in each school's Annual Implementation Plan.</p> <p>Use data at every level (region, network, school and classroom) to analyse student learning and inform the actions that need to be taken.</p> <p>Every school has a literacy and numeracy coach/ coordinator</p> <p>Strong professional learning networks have been established and are working towards meeting network goals</p>	<p>All teachers regularly use the Ultranet to monitor student progress.</p> <p>All teachers have worked with students to develop learning goals/and possibly portfolios through the Ultranet.</p> <p>The following networks are attended by staff:</p> <ul style="list-style-type: none"> ▪ Regional Coaches Network ▪ Assistant Principal Network ▪ School based Coaches Network <p>Attendance at the following networks:</p> <ul style="list-style-type: none"> ▪ Early Years Teachers Network ▪ Middle Years Network
	Year 2	<ul style="list-style-type: none"> ▪ Using the E5 model.. ▪ Developing a culture of reflection, intrinsic in everyday teaching practice. ▪ Continue with Literacy & Numeracy Coach ▪ Allow a cross section of teams and members of teams to go to different PL and then come back and share info. ▪ Moderation to ensure common understandings and to help with future planning and assessment. ▪ Continue with WMR Initiatives ▪ Continue to build the Leadership Capacity 	<ul style="list-style-type: none"> ▪ All staff demonstrating use of Numeracy & Literacy coaching ideas in classrooms. ▪ Team planning has a link to student performance data. ▪ All staff using the E5 instructional model in their teaching practice & planning. ▪ Weekly teacher professional learning discussions include reflective practice & moderation. ▪ Regular entries in teachers' reflective journals.

		<ul style="list-style-type: none"> of teachers. ▪ Continue professional learning in Literacy & Numeracy. ▪ Network Key Improvement Strategies embedded in our school. 	<ul style="list-style-type: none"> ▪ Stage 4 – Performance & Development Culture Framework.
	Year 3	<ul style="list-style-type: none"> ▪ Build on developing continuity of planning across the school. ▪ Allow a cross section of teams and members of teams to go to different PL and then come back and share info. ▪ Moderation to ensure common understandings and to help with future planning and assessment. ▪ Continue with WMR Initiatives ▪ Succession planning – train more staff as Literacy & Numeracy coaches ▪ Review Network Strategic Plan and analyse network data. ▪ Use the e5 Instructional Model. 	<ul style="list-style-type: none"> ▪ Team moderation groups meeting regularly and all student assessment showing moderation influences. ▪ Teacher performance plans demonstrating use of performance data for planning.
	Year 4	<ul style="list-style-type: none"> ▪ Allow a cross section of teams and members of teams to go to different PL and then come back and share info. ▪ Moderation to ensure common understandings and to help with future planning and assessment. ▪ Continue with WMR Initiatives ▪ Develop next Strategic Plan 2013 - 2016 ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ Professional Learning Teams meeting regularly with discussion focused on pedagogical issues. ▪ Stage 5 Performance & Development Culture Framework.
<p>STUDENT ENGAGEMENT & WELLBEING</p> <ul style="list-style-type: none"> • Building self – esteem in student’s Individual Learning Plan developed with teachers and parents. • Investigate resilience programs such as “BounceBack”. 	Year 1	<ul style="list-style-type: none"> ▪ Initiate a school approach to ILP’s. ▪ Explore resilience program “Bounce Back”. ▪ Student Social Workers continue to work on developing programs(FiST) ▪ Social Work students continue social skills program with Preps. ▪ Consistent approach by staff when dealing with student’s behaviour (inside & outside) 	<ul style="list-style-type: none"> ▪ Initiating the “Bridges Programs in Literacy & Numeracy ▪ Classroom rules/ expected behaviours consistent across the school. ▪ Grade 5/6 trialling the “Bounce Back” program to improve Student Attitudes Survey data.

	<ul style="list-style-type: none"> ▪ Continue with “Learning To Learn” P-6 at the beginning of the year. ▪ All teachers to have high expectations – raising standards ▪ Buddies program to continue Preps with G4’s & perhaps extended to G 1’s with G 5’s. ▪ Continue the Chaplaincy program ▪ Children with high absent rates need to be looked at – continue with notes home. Perhaps have awards for attendance. ▪ Continue with “It’s Not Okay To Be Away”. ▪ Investigate programs for students “at risk”, but not funded by the D&I program. ▪ Create opportunities for student leadership. ▪ Test export of data from current package/ implement use of CASES 21 to collect attendance data. ▪ WMR Initiatives: ▪ Strong instructional leaders to drive positive & engaging learning environments which are conducive to improved student engagement and wellbeing data.. 	<ul style="list-style-type: none"> ▪ The lunchtime programs – provide activities for children who don’t socialise well with somewhere to go and there is direction and support. ▪ Absenteeism rate lowered. ▪ ▪ ▪ ▪ <p>All teachers record attendance online as part of daily practice.</p> <ul style="list-style-type: none"> ▪ Schools use state, network and individual data to reflect on practice. ▪ Student Mapping Tool used ▪ Build on capacity within the network to develop personnel to focus on students at risk. ▪ The following network is established and attended by AP -SWO Student Engagement and Wellbeing Network
Year 2	<ul style="list-style-type: none"> ▪ Investigate a School motto and song. ▪ Revisit grade 5 & 6 (Middle Years) strategies. ▪ Consolidate our school’s approach to ILP’s. ▪ Develop & resource programs for students deemed “at risk”. ▪ Continue the Chaplaincy program ▪ Key improvement strategies embedded. ▪ Develop agreed student behaviour management protocols. 	<ul style="list-style-type: none"> ▪ All staff using ILP’s for students deemed “at risk”. ▪ All teacher performance plans showing application of student engagement initiatives in practice.
Year 3	<ul style="list-style-type: none"> ▪ Year of refinement. 	<ul style="list-style-type: none"> ▪ All staff understand and use new

		<ul style="list-style-type: none"> ▪ Review & modify programs for “at risk” students. ▪ Modify our school’s approach to ILP’s ▪ Continue the Chaplaincy program ▪ Review Network Strategic Plan and analyse data. ▪ Implementation of agreed student behaviour management protocols. 	student behaviour protocols in classrooms and playgrounds.
	Year 4	<ul style="list-style-type: none"> ▪ Year of review ▪ Evaluate our school’s approach to ILP’s. ▪ Continue the Chaplaincy program ▪ Develop next Strategic Plan 2013 - 2016 ▪ ▪ 	<ul style="list-style-type: none"> ▪ All staff participate in our school’s self evaluation process.
<p>STUDENT PATHWAYS & TRANSITION</p> <p>Increased communication and interaction with local kindergartens.</p>	Year 1	<ul style="list-style-type: none"> ▪ Allow kinders to access our classrooms, computer lab/ library/ art room ▪ Step Up Day – Transition between grade levels. Children go to a different teacher in (not necessarily their teacher for the following year) their new group. Mixes can be looked at, to see if combinations of children work. This could also be done by rotating “new groupings” between their current teachers. ▪ Once we know our teachers’ roles for next year, perhaps we could have a briefing about specific children we will be teaching from their current teacher. ▪ Innovative programs driven by strong instructional leaders. ▪ 	<ul style="list-style-type: none"> ▪ Smoother transition between grades. ▪ Develop best practice to achieve improved Student pathway & Transition data.
	Year 2	<ul style="list-style-type: none"> ▪ Our Keilor /St AlbansNetwork’s key improvement strategies embedded in our teaching practice. 	<p>Our school uses state, network and individual data to reflect on practice.</p> <p>Student Mapping Tool used in our school.</p> <p>Stronger links developed between:</p> <ul style="list-style-type: none"> ▪ Kindergartens and primary schools (K-

			<ul style="list-style-type: none"> P) ▪ Primary schools and secondary colleges (Year 6-7) ▪ Secondary colleges sharing data and best practice
	Year 3	<ul style="list-style-type: none"> ▪ Year of refinement ▪ Review Network Strategic Plan ▪ Analyse Network data. 	<ul style="list-style-type: none"> ▪ Staff use our Network's data to inform future planning.
	Year 4	<ul style="list-style-type: none"> ▪ Year of review ▪ Develop next Strategic Plan 2013 - 2016 	<ul style="list-style-type: none"> ▪ All staff participate in our school's self evaluation process.