

School Profile

Purpose	<p>At University Park PS, we share a common belief that all children can learn to a high standard and all children want to learn. We support the development, learning and achievement of every student in our school. Together, in collaboration with parents and the community, we undertake the actions necessary to support the development, learning and achievement of every child. The school’s motto of ‘Learning Together - Achieving Success’ is reflected in its team approach to teaching and learning.</p> <p>At our school, we deliver a holistic approach to education underpinned by high expectations taking into account the individual, academic, emotional and social needs of our students. We provide our students with the technological, social and academic requirements to become life-long learners and productive adults in the community.</p>
Values	To be determined by the school and its learning community
Environmental Context	<p>University Park Primary School is situated in the City of Brimbank, near Victoria University. The school opened in 1972 and is located between an established residential area and extensive new housing sites in the suburb of Cairnlea, 20 kilometres west of Melbourne.</p> <p>As a small school, we pride ourselves on being a school of excellence, where students can achieve their full potential in Literacy and Numeracy development, as well as across a broad range of key learning areas. We take a whole school approach to the teaching of Literacy and Numeracy, supporting students with Special Educational Needs, whilst also providing additional opportunities for more able students. We ensure that our teacher practice reflects the current research, in order to provide the best learning outcomes for our students, in a safe and supportive environment.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Achievement	To improve the learning growth and achievement of every student with a focus on Literacy and Numeracy.	<p>By 2017:</p> <ol style="list-style-type: none"> 1. Increase the percentage of students achieving high growth on NAPLAN relative growth reports 2. Increase the proportion of students in the two top NAPLAN bands 3. Reduce the percentage of students working below the expected level against AusVELS F-6 	<ol style="list-style-type: none"> 1. Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment. 2. Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based instructional classroom delivery model and instructional practices across the school.

		<ol style="list-style-type: none"> 4. 20% of students working above the expected level in literacy and numeracy F-6 for teacher judgements against AusVELS 5. Every child achieving a 0.4 effect size growth in all AusVELS areas and school based assessment 6. Every child with funding or additional support achieving growth through documented ILPs 	<ol style="list-style-type: none"> 3. Build leadership across the school to lead improvement: 4. Build collegiality and professionalism across the school: 5. Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action.
Engagement	To improve student engagement by building student voice in their learning.	<ol style="list-style-type: none"> 1. Improve teaching and learning variable means for the Attitudes to School Survey. 2. High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff). 3. Average attendance rate for all year levels to be above 95% (Performance Summary data) 	Build teacher capacity across the school to develop student capacity for learning and self-motivation and reflection.
Wellbeing	Enhance support for every student to thrive in a safe and stimulating learning environment.	<ul style="list-style-type: none"> • Student Attitudes to School survey variables. e.g. student morale, school connectedness and the student relationship variables (peer connectedness, classroom behaviour and student safety) • Parent opinion survey • Absence rates. 	<p>Clarify mission, vision, values as a whole school</p> <p>Refine, document and implement a whole school approach to student wellbeing and management</p> <p>Build the home/school partnership to enhance learning.</p>
Productivity	To maximize the use of resources to achieve the best possible outcomes for students.	<ul style="list-style-type: none"> • Staff and parent surveys could be used. e.g. staff satisfaction with professional growth, parent opinion of school improvement. 	Monitoring and evaluation process of the school strategic resource plan.

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions (taken from DEECD PL and self evaluation)	Achievement Milestones (Changes in practice and behaviours)
<p>Achievement Goal To improve the learning growth and achievement of every student with a focus on literacy and numeracy.</p> <p>Key Improvement Strategies from Strategic Intent (above)</p> <p>Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment.</p> <p>Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based instructional classroom delivery model and instructional practices across the school.</p>	<p>Year 1 (2014)</p>	<p>Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in Numeracy, using a research based instructional model.</p> <p>Develop, document and introduce the essential learnings for Numeracy from P-6 in partnership with the school consultant</p> <p>Employ a Numeracy consultant to assist in building teacher capacity</p> <p>Explore and review whole school writing curriculum and classroom practices.</p> <p>Monitor and refine the whole school reading curriculum and classroom practices.</p>	<p>All teachers using the WMR givens to ensure consistency in instructional practices</p> <p>A clearly documented developmental numeracy curriculum Teachers using the essential learnings documents to plan curriculum</p> <p>Teachers attending regular professional learning as outlined in meetings grids Common assessment tasks evident in planning and shared at PLTs</p> <p>SIT team to gather evidence of what is exemplary writing practice through research and professional learning</p> <p>SIT to plan professional Learning for 2015</p> <p>Peer Observations of classroom practice to maintain / improve instructional practice across the school, in reading</p>

<p>Build leadership across the school to lead improvement:</p> <p>Build collegiality and professionalism across the school:</p>		<p>Develop the capacity of all leaders at the SIT level and Professional Learning Teams (P.L.T) level to lead the required instructional practices through a team approach and a coaching framework</p>	<p>A School Improvement Team of key leaders and staff will be formed from across the school to lead the school in improvement in a consistent and coherent way. The focus of the work is to lead the school's strategic plan implementation and align the work of the professional learning teams (PLT's).</p> <p>Professional Learning Teams meet regularly with discussion focused on pedagogical issues and peer feedback.</p> <p>Data collected from leadership walkthroughs and peer observations will indicate consistency in the delivery of instructional practice, reducing the variability between classrooms.</p>
<p>Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action.</p>		<p>Build the capacity of teachers to measure their impact on student learning focussing on instructional practices</p>	<p>Every student to demonstrate growth at or above 0.4(effect size) in all curriculum areas, with initial focus on literacy, numeracy and science</p> <p>Learning Intentions and Success Criteria visible across the school in every classroom.</p> <p>What an effect size is how they are calculated and how they should be interpreted</p> <p>A common definition of a Visible Learner Ways to promote effective learner characteristics</p>

		Embed a whole school approach to the collection, use and application of evidence and data to inform the work of every teacher.	Data Team managers established across the school, capable of collecting and analysing data for their teams. PLTS to liaise with Data Team managers to gather team data and calculate effect size (core learning areas)
		Embed a whole school approach to the development of ILPs for our students	ILPs exist for all students 12 months above or below expected levels
Year 2 (2015)		Build the capacity of teachers to provide effective feedback on instructional practices	
		Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in Writing, using the WMR model. Include research based high impact instructional strategies.	
		Develop, document and introduce the essential learnings for Writing from P-6.	
		Continue to implement the whole school numeracy curriculum, aligned with the essential learning document and common assessment tasks.	
		Investigate whole school speaking and listening curriculum and classroom practices.	
Year 3 (2016)		Develop, document and implement a whole school guaranteed and viable curriculum that includes assessment in Numeracy, Writing, Reading and Listening and Speaking using the WMR model. Include research based high impact instructional strategies.	
		Monitor the whole school numeracy curriculum	Peer observations of Numeracy practices across all year levels for all teachers
		Continue to implement the whole school writing curriculum,	

		aligned with the essential learning document and common assessment tasks.	
		Develop, document and introduce the essential learnings for Speaking and Listening from P-6.	
	Year 4 (2017)	Review and evaluate the whole school guaranteed and viable curriculum, including assessment in Numeracy, Writing, Reading and using the WMR model	
		Review and evaluate the research based high impact instructional strategies investigated and/or implemented across teams	
		Monitor and evaluate the whole school writing curriculum	
		Continue to implement the whole school Speaking and Listening curriculum, aligned with the essential learning document and common assessment tasks.	
<p>Student Engagement Goal To improve student engagement by building student voice in their learning.</p> <p>Key Improvement Strategies from Strategic Intent (above) Build teacher capacity across the school to develop student capacity for learning and self-motivation and reflection.</p>	Year 1	Audit and review the use of ICT.	Whole school ICT plan will be developed and documented for the four year Strategic Plan
		<p>Develop the technological resources available at the school, ensuring that access is amplified:</p> <ul style="list-style-type: none"> provide iPads to staff to use in the classroom to enhance engagement investigate technological possibilities for engaging the community <p>Provide Professional Learning opportunities for staff with regard to unfamiliar and/or new technologies and/or their applications.</p> <p>Enhance the use of technologies in classroom practice.</p>	<p>Purchase of technological resources (as affordable)</p> <p>Sharing of ideas and expertise in ICT, including the use of external sources of knowledge/expertise</p> <p>eSmart Committee to meet regularly to ensure implementation of documented practices and processes</p>
		Develop, document and implement a school-wide approach to behaviour management and classroom and schoolyard expectations.	Teachers will understand and clearly articulate classroom expectations, and ensure students practise strategies that reinforce appropriate behaviour and recognise resolutions and are aware of possible

			consequences for inappropriate behaviour.
		Implement a staged response to responding to inappropriate classroom behaviour.	Teachers will record incidents on the Behaviour Management Record Sheet and follow process if/when inappropriate behaviour escalates.
		<p>Continue to implement consistent processes when dealing with incidents in the schoolyard.</p> <ul style="list-style-type: none"> • Monitor and record incidents in the Yard Duty Folders as appropriate. • Reward students for positive behaviour in the yard, when appropriate to do so. 	Staff will encourage and/or prompt students to use the 'Name-it' strategy when dealing with students in the yard (and where appropriate in the classroom).
		Develop an electronic system to record data collected from the Yard Duty folders for efficient filing and efficient tracking.	<p>Staff will record incidents of concern in the Yard Duty Folders for the allocated Area.</p> <p>eSmart Committee will introduce an electronic record keeping system for easy tracking.</p> <p>Staff will reward positive student behaviours in the yard by awarding these students with a raffle ticket to be celebrated at whole school Assemblies.</p> <p>End of Term Citizenship Award for positive behaviour in the yard to be presented to the winning student at final Assembly, each term.</p>
		Introduce and explain to whole school community the student management processes at UPPS, via the Newsletter, the website	Documentation of 'What if I break a rule?' and 'Name-it' strategy

		<p>and Parent Information Evenings.</p>	<p>available to community via Newsletter and website.</p> <p>Receipt of eSmart accreditation from the Alannah and Madeline Foundation.</p>
		<p>Continue to implement the Better Buddies Program at Years Prep and 6.</p> <p>Continue to implement the Better Buddies Transition Program at Year 5, with six local Kindergartens/Pre-schools.</p> <p>Introduce Buddies at Years 1 and 2 (older Buddies being those students at Years 3 and 4 respectively).</p> <p>Implement the Better Buddies Action Plan for 2014 for Prep and Year 6 students, including Year 5 students on National Buddy Day.</p> <p>Market the Better Buddies Program at UPPS during Transition Tours and the school's 2015 Orientation Program.</p>	<p>Student feedback collected through discussion, observation and relevant surveys and/or focus groups regarding the Better Buddies Program and its implementation methods.</p> <p>Staff support for and participation in the Better Buddies Program.</p> <p>Staff support for and participation in the Better Buddies Program.</p> <p>Community feedback collected via relevant discussions, Focus Groups and/or surveys regarding the Better Buddies Program and its implementation.</p>
		<p>Students will be assessment capable learners where they are confident, can understand and articulate the learning process, and are aware of the next steps in their learning process.</p> <p>Develop '5 star' learning chart, aligned with '5 star' listening and '5 star' speaking. Students will be explicitly taught what it is to be a '5 star' learner at UPPS.</p>	<p>Student voice collected through video diaries demonstrate that 80% of the 25 random students selected from across all classrooms can articulate what a '5 star' learner is at UPPS.</p> <p>Staff will model '5 star' learning and explicitly teach the model/framework.</p>

		Students will be motivated to take initiative in their learning, through engaging classroom practices and evidence-based pedagogical practices.	Staff will motivate students to take initiative in their learning.
Year 2	<p>Monitor the use of available technologies across the school, particularly within classrooms.</p> <p>Investigate technological resources available, as appropriate, promoting the consistent use of evidence-based recommendations for classrooms.</p> <p>Continue to provide Professional Learning opportunities for staff with regard to unfamiliar and/or new technologies and/or their applications.</p> <p>Market the technological resources available at the school, promoting safe and consistent practices:</p> <ul style="list-style-type: none"> • ensure that iPads are being used in a consistent and safe manner in the classroom to enhance engagement • provide opportunities for parents to engage in learning regarding technological resources • investigate technological possibilities for promoting community awareness of our academic, social and emotional, and technological practices and processes (via the website, SMS, iPad Apps, Parent Room TV etc). <p>Enhance the use of technologies in classroom practice.</p> <p>Consider the provision of iPads at a class and/or team level.</p>	<p>Sharing of ideas and expertise in ICT, including the use of external sources of knowledge/expertise</p> <p>eSmart Committee to meet regularly to ensure implementation of documented practices and processes</p> <p>Purchase of technological resources (as affordable)</p>	
		Continue to implement a school-wide approach to behaviour management and classroom and schoolyard expectations.	Teachers will introduce new students to the school's processes for managing inappropriate behaviours and will ensure all students practise strategies that

		<p>Continue to implement a staged response to responding to inappropriate classroom behaviour.</p> <p>Continue to implement consistent processes when dealing with incidents in the schoolyard.</p> <ul style="list-style-type: none"> • Monitor and record incidents in the Yard Duty Folders as appropriate. • Reward students for positive behaviour in the yard, when appropriate to do so. • Record inappropriate classroom behaviours on the Behaviour Management Record sheet. • Ensure Reflective tasks are recorded adequately and are used consistently, justly and with competence and confidence. <p>Implement the electronic system of data collation from the Yard Duty folders for efficient student behaviour tracking. Determine personnel responsible for entering the data on the electronic recording system.</p> <p>Include the student management processes at UPPS in the Parent Information Booklet.</p>	<p>reinforce appropriate behaviour and recognise resolutions and are aware of possible consequences for inappropriate behaviour.</p> <p>Teachers will record incidents on the Behaviour Management Record Sheet and follow process if/when inappropriate behaviour escalates.</p> <p>Staff will encourage and/or prompt students to use the ‘Name-it’ strategy when dealing with students in the yard (and where appropriate in the classroom). Data entry on general drive.</p> <p>Rewarding of student positive behaviours in the yard celebrated at whole school Assemblies. End of Term Citizenship Award presented to the winning student at final Assembly, each term.</p> <p>Documentation of ‘What if I break a rule?’ and ‘Name-it’ strategy available to community electronically and via hardcopy.</p>
		<p>Continue to implement the Better Buddies Program at Years Prep and 6.</p>	<p>Student feedback collected through discussion, observation and relevant surveys and/or focus groups</p>

		<p>Continue to implement the Better Buddies Transition Program at Year 5, with appropriate and interested local Kindergartens/Pre-schools.</p> <p>Implement the Buddies Program for Years 1-4.</p> <p>Implement the Better Buddies Action Plan for 2015 for Prep and Year 6 students, including all school students (P-6) on National Buddy Day.</p> <p>Market the Better Buddies Program at UPPS during Transition Tours and the school's 2016 Orientation Program.</p>	<p>regarding the Buddies Program (specifically 1-4) and its implementation methods.</p> <p>Staff support for and participation in the Better Buddies Program (P-6).</p> <p>Community feedback collected via relevant discussions, Focus Groups and/or surveys regarding the Better Buddies Program (specifically 1-4) and its implementation.</p>
		<p>Students are confident, can understand and articulate the learning process, and are aware of the next steps in their learning process.</p> <p>Implement the '5 star' learning process. Ensure students are explicitly taught what '5 star' learning at UPPS is.</p> <p>Students take initiative in their learning, and are inspired by engaging classroom and evidence-based pedagogical practices.</p>	<p>Students selected at random, regardless of the year level, are able to articulate what a '5 star' learner is at UPPS.</p> <p>Staff will award students for '5 star' learning at selected Assemblies, throughout the year.</p> <p>Students can articulate what it is they like about learning at UPPS, with confidence.</p>
	Year 3	<p>Continue to monitor the use of available technologies across the school, particularly within classrooms.</p> <p>Continue to investigate the use of technologies in other school settings in order to implement evidence-based best practices.</p> <p>Continue to provide Professional Learning opportunities for staff with regard to unfamiliar and/or new technologies and/or their applications.</p> <p>Continue to enhance the use of technologies in classroom</p>	<p>Peer observations and PLT meeting discussions</p> <p>School visits across the Network and/or Region, as appropriate and/or possible</p> <p>eSmart Committee to meet regularly to ensure implementation of documented practices and processes</p>

		practice.	Sharing of ideas and expertise in ICT, including the use of external sources of knowledge/expertise
		<p>Monitor processes in place re: dealing with incidents in the schoolyard and within the classroom.</p> <ul style="list-style-type: none"> • Monitor and record incidents in the Yard Duty Folders as appropriate. • Reward students for positive behaviour in the yard, when appropriate to do so. • Record inappropriate classroom behaviours on the Behaviour Management Record sheet. • Ensure Reflective tasks are recorded adequately and are used consistently, justly and with competence and confidence. <p>Continue to implement the electronic system of data collation from the Yard Duty folders for efficient student behaviour tracking.</p> <p>Ensure dissemination of the Parent Information Booklet to appropriate members of the school community.</p>	<p>Teachers will introduce new students to the school's processes for managing inappropriate behaviours and will ensure all students practise strategies that reinforce appropriate behaviour and recognise resolutions and are aware of possible consequences for inappropriate behaviour.</p> <p>Teachers will record classroom incidents on the Behaviour Management Record Sheet and playground incidents of concern in the Yard Duty Folders for the allocated Area. Data entry on general drive.</p> <p>Rewarding of student positive behaviours in the yard celebrated at whole school Assemblies. End of Term Citizenship Award presented to the winning student at final Assembly, each term and recorded in Newsletters and on website.</p>
		<p>Monitor the Better Buddies Program at Years Prep and 6.</p> <p>Monitor the Better Buddies Transition Program at Year 5, with appropriate and interested local Kindergartens/Pre-schools.</p>	<p>Student feedback collected through discussion, observation and relevant surveys and/or focus groups regarding the Buddies Program (specifically 1-4) and its</p>

		<p>Continue to implement the Buddies Program for Years 1-4.</p> <p>Continue to implement the Better Buddies Action Plan for 2016 for Prep and Year 6 students, including all school students (P-6) on National Buddy Day.</p> <p>Continue to market the Better Buddies Program at UPPS during Transition Tours and the school's 2017 Orientation Program.</p>	<p>implementation methods.</p> <p>Staff support for and participation in the Better Buddies Program (P-6).</p> <p>Community feedback collected via relevant discussions, Focus Groups and/or surveys regarding the Better Buddies Program (specifically 1-4) and its implementation.</p>
		<p>Monitor the '5 star' learning implementation. Ensure students can articulate the learning process at UPPS, and are aware of what success looks, sounds and feels like.</p> <p>Students can specifically articulate what they like about their classroom environment, their teacher and their learning process at UPPS.</p>	<p>Students selected at random, regardless of the year level, are able to articulate what a '5 star' learner is at UPPS.</p> <p>Students can articulate what it is they like about learning at UPPS, without prompting.</p>
	Year 4	<p>Review and evaluate the use of ICT in the whole school environment, particularly in classroom and across year levels and/or teams.</p>	<p>Whole school ICT plan to be reviewed and evaluated for the 2018 four year Strategic Plan</p> <p>eSmart Committee to meet to document practices and processes for 2018-2022 Strategic Plan</p>
		<p>Review and evaluate the school-wide staged approach to behaviour management and classroom and schoolyard expectations.</p>	<p>Whole school approaches to student management both in the classroom and the yard reviewed and evaluated for the 2018 Strategic Plan.</p>
		<p>Review and evaluate the Better Buddies Program at UPPS from P-6, including the annual Action Plans for Term activities for Preps and 6s and Years 1-4.</p>	<p>The Better Buddies Programs from Prep-6 reviewed and evaluated for the 2018 Strategic Plan.</p>

		Review and evaluate '5 star' learning at UPPS.	'5 star' learning approach reviewed and evaluated from P-6 for the 2018 Strategic Plan.
<p>Student Wellbeing Goal</p> <p>Enhance support for every student to thrive in a safe and stimulating learning environment</p> <p>Key Improvement Strategies from Strategic Intent (above)</p> <p>Clarify mission, vision, values as a whole school</p> <p>Refine, document and implement a whole school approach to student wellbeing and management</p> <p>Build the home/school partnership to enhance learning.</p>	Year 1	Develop a shared mission, vision and values as a whole school community.	The school has a shared vision focused on continuous ongoing improvement and high expectations for student performance and outcomes.
		SIT to work with PLTs to embed the school's values into classrooms.	The mission, vision and values are documented in all appropriate policies/communications.
		Build the home/school partnership to enhance learning.	
		Refine, document and implement a whole school approach to student wellbeing and management	Consistent approach to wellbeing across the school.
		Build strong partnerships with families and the wider school community, developing a language of learning and practices of learning so they are able to be involved in their child's learning.	<p>The Parent Involvement Policy is documented and disseminated accordingly.</p> <p>Parent Volunteer Program document will be established and the program launched to the School Community</p> <p>Student voices collected through video diaries demonstrate that 80% of the 25 random students selected from across all classrooms can articulate what a good learner is at UPPS</p>

	<p>Develop '5 star' learning chart, aligned with '5 star' listening and '5 star' speaking. Students will be explicitly taught what it is to be a '5 star' learner at UPPS.</p>	<p>'5 star' learning is initiated in all classrooms and rewarded at selected Assemblies, as is '5 star' listening and '5 star' speaking.</p> <p>Staff will model '5 star' learning and explicitly teach the model/framework.</p>
	<p>Students will be motivated to take initiative in their learning, through engaging classroom practices and evidence-based pedagogical practices.</p>	<p>Staff will motivate students to take initiative in their learning.</p>
	<p>Refine, document and implement a whole school approach to student wellbeing (and management, as documented in the Student Engagement section).</p> <p>Develop and document a Student Code of Conduct to reinforce 'Rights and Responsibilities' of the student body.</p> <p>Lunchtime Activity Program offered to all students as part of the Performance and Development Roles and Responsibilities of staff.</p> <p>Develop and implement Individual Learning Plans (ILPs) for relevant students, particularly those who require goals specific to developing independence and social skills.</p> <p>Utilise the ILPs developed for students to inform staff of student needs and achievements when they are transitioning from year to year and teacher to teacher.</p> <p>Promote resilience and safety, via the ongoing implementation of programs such as Better Buddies and Peer Mediation.</p>	<p>Consistent approach to addressing wellbeing and student management across the school.</p> <p>Student Code of Conduct developed with relevant Focus Groups and Staff.</p> <p>Program timetabled each term and visible to the School Community. Students actively participating.</p> <p>ILPs saved on the general drive to inform student outcome progression at regular intervals.</p> <p>Better Buddies and Peer Mediation Programs are ongoing, sustained and</p>

		<p>Maintain the employment of a Student Wellbeing Worker via ACCESS Ministries Chaplaincy Program.</p> <p>Investigate, assess and/or refer students at risk and/or with Special Educational Needs in a timely manner.</p>	<p>embedded, as documented.</p> <p>Staff to inform relevant Leadership personnel of wellbeing concerns regarding students in a timely manner.</p>
		Lunchtime Activity Program offered to all students as part of the Performance and Development Roles and Responsibilities	Program timetabled each term and visible to the School Community. Students actively participating.
	Year 2	<p>Ensure visibility and awareness of the school's mission, vision and values.</p> <p>Ensure all staff model the school's values and embed them in their practice and physical environment (classroom).</p>	<p>Explicit visibility of the vision and values, via the Newsletter, website and the school's physical environment.</p> <p>Staff have a shared vision focused on continuous ongoing improvement and high expectations for student performance and outcomes.</p>
		Continue to develop strong partnerships with families and the wider school community, to ensure the whole school learning community are contributing to improving outcomes at UPPS, where possible.	<p>Parent Volunteer Program is established at UPPS.</p> <p>'5 star' learning is rewarded at selected Assemblies, as are '5 star' listening and '5 star' speaking.</p> <p>Student voice demonstrates random students selected from across all classrooms can articulate what a good learner is at UPPS.</p>
		Continue to implement a whole school approach to student	Consistent approach to addressing

		<p>wellbeing (and management, as documented in the Student Engagement section).</p> <p>Disseminate and ensure whole school community understanding of the Student Code of Conduct to reinforce 'Rights and Responsibilities' of the student body.</p> <p>Continue to offer a Lunchtime Activity Program to all students as part of the Performance and Development Roles and Responsibilities of staff.</p> <p>Continue to develop and implement Individual Learning Plans (ILPs) for relevant students, particularly those who require goals specific to developing independence and social skills.</p> <p>Utilise the ILPs developed for students to inform staff of student needs and achievements when they are transitioning from year to year and teacher to teacher.</p> <p>Continue to promote resilience and safety, via the ongoing implementation of programs such as Better Buddies and Peer Mediation.</p> <p>Maintain the employment of a Student Wellbeing Worker via ACCESS Ministries Chaplaincy Program.</p> <p>Investigate, assess and/or refer students at risk and/or with Special Educational Needs in a timely manner.</p>	<p>wellbeing and student management across the school.</p> <p>Student Code of Conduct disseminated to whole school learning community.</p> <p>Program timetabled each term and visible to the School Community. Students actively participating.</p> <p>ILPs saved on the general drive to inform student outcome progression at regular intervals.</p> <p>Better Buddies and Peer Mediation Programs are ongoing, sustained and embedded, as documented.</p> <p>Submit grant application to ACCESS Ministries for 2015/2016.</p> <p>Staff to inform relevant Leadership personnel of wellbeing concerns regarding students in a timely manner.</p>
	Year 3	<p>Continue to ensure visibility and awareness of the school's mission, vision and values.</p> <p>Monitor the modelling of the school's values and ensure they</p>	<p>Staff demonstrate a shared vision focused on continuous ongoing improvement and high expectations for student performance and outcomes.</p>

		are embedded in practices across the school, both within classroom and extra-curricular events/programs.	Staff are able to articulate the school's vision and values. Students are able to articulate the school's values.
		Monitor the partnerships that UPPS has with families and the wider school community, to ensure the whole school learning community are contributing to improving outcomes at UPPS, where possible.	Parent Volunteer Program is embedded at UPPS. Student voice demonstrates random students selected from across all classrooms can articulate what a good learner is at UPPS. Parents, involved in the school's programs and/or initiatives, can articulate what a '5 star' learner is at UPPS.
		<p>Monitor our whole school approach to student wellbeing (and management, as documented in the Student Engagement section).</p> <p>Continue to ensure awareness and understanding of the Student Code of Conduct to reinforce 'Rights and Responsibilities' of the student body.</p> <p>Continue to offer and monitor Lunchtime Activity Programs for students, as part of the Performance and Development Roles and Responsibilities of staff.</p> <p>Continue to develop and monitor Individual Learning Plans (ILPs) for relevant students, particularly those who require goals specific to developing independence and social skills.</p>	<p>Consistent approach to addressing wellbeing and student management across the school.</p> <p>Dissemination of Student Code of Conduct to relevant Community members and all families. Access available electronically via website.</p> <p>Program timetabled each term and visible to the School Community. Students actively participating.</p> <p>ILPs saved on the general drive to inform student outcome progression at regular intervals.</p>

		<p>Continue to utilise the ILPs developed for students to inform staff of student needs and achievements when they are transitioning from year to year and teacher to teacher.</p> <p>Continue to promote resilience and safety, via the ongoing implementation of programs such as Better Buddies and Peer Mediation. Monitor these programs accordingly.</p> <p>Re-employ the Student Wellbeing Worker via ACCESS Ministries Chaplaincy Program, if available.</p> <p>Investigate, assess and/or refer students at risk and/or with Special Educational Needs in a timely manner.</p>	<p>Better Buddies and Peer Mediation Programs are ongoing, sustained and embedded, as documented.</p> <p>Submit grant application to ACCESS Ministries for 2015/2016.</p> <p>Staff to inform relevant Leadership personnel of wellbeing concerns regarding students in a timely manner.</p>
	Year 4	<p>Ensure visibility and awareness of the school's mission, vision and values.</p> <p>Review the school's mission and vision and evaluate its values.</p>	<p>The school's mission, vision and values are reviewed and evaluated for the 2018 Strategic Plan.</p>
		<p>Review and evaluate the partnerships that UPPS has with families and the wider school community.</p>	<p>Parent Involvement and the Volunteer Program are reviewed and evaluated for the 2018 Strategic Plan.</p>
		<p>Review and evaluate our whole school approach to student wellbeing (and management, as documented in the Student Engagement section).</p>	<p>Student Wellbeing and Engagement approaches and documentation reviewed and evaluated for the 2018 Strategic Plan.</p>
<p>Productivity To maximize the use of resources to achieve the best possible outcomes for students</p> <p>Key Improvement Strategies from</p>	Year 1	<p>Monitoring and evaluation process of the school strategic resource plan.</p>	<p>Implement process for the development of the 2018 Strategic Plan.</p>
		<p>2014 Student Attendance Guidelines are reviewed by SIT</p>	<p>Parents and staff informed of the new guidelines through newsletters, assemblies and classrooms</p>

Strategic Intent (above) Monitoring and evaluation process of the school strategic resource plan.		VRQA registration requirements reviewed and implemented as outlined in the Self Evaluation process 2013	All policies are clearly communicated, understood and implemented in consultation with staff and the School Council. Policies ratified accordingly.
	Year 2	Procedure for identifying student absenteeism and a plan to follow through with parents documented and implemented. Encourage students to achieve full attendance to maximise their ability to learn. Encourage parents to promote high attendance at home.	Procedures for identifying student absences and communicating with parents in a timely manner disseminated to community and implemented accordingly.
	Year 3	Review policies for DEECD and/or VRQA compliance as relevant and/or necessary.	Policies reviewed, developed with staff and/or relevant sub-committees and ratified at School Council.
		Continue to implement procedure for identifying student absenteeism and follow through with parents accordingly. Continue to encourage students to achieve full attendance to maximise their ability to learn. Continue to encourage parents to promote high attendance at home.	Procedures for identifying student absences and communicating with parents in a timely manner implemented accordingly.
	Year 4	Review and evaluate procedures for identifying student absenteeism and related parent communication.	Student absence procedures reviewed and evaluated.

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