Student Learning: (8 Actions for 2012)
Overall, we made significant progress in most of the actions. A number of these relate to distributive leadership models; peer observation and implementing best practice in literacy and numeracy.

Action 1: 
Investigate opportunities for all staff to enhance their leadership capabilities to implement a distributed model of leadership.
Progress:
The school’s Leadership Team was restructured to include the following members: Principal; Assistant Principal and the 4 VELS Level Leaders. This lead to more effective and meaningful communication links between all grade levels and in particular, more efficient links between Junior and Senior School. ✔
Postscript – in 2013, the Leadership was re-structured again to include all the AusVELS Leaders.

Action 2:
That all curriculum and level teams focus on enhancing their leadership skills.
Progress:
Three of our Level Leaders were successful in gaining a place in the DEECD’s Leader’s In The Making Program. This initiative further enhanced the skills of our Level Leaders and enabled those teachers to continue to identify the importance of how teams work together and ‘flow’ to achieve school goals and priorities. Their focus topic ‘Factors Affecting Staff Connectedness’ was presented to the Monash Network Principals Groups and to the HPS Staff and was received very positively. ✔

Action 3:
Review the composition of the Curriculum Team in order to meet its objectives.
Progress:
The Curriculum Team was restructured to include the Assistant Principal, two Leading Teacher’s and 2 Aspirant Leaders. The objectives of the Curriculum Team were also reviewed. The newly formed team, which is more representative of the whole school, will still have as its main objective - the overseeing of the implementation of the Strategic Plan & the Annual Improvement Plan. ✔

Action 4:
Use the e5 Instructional Model to develop a common language for teachers to use when identifying and reflecting on effective teaching practice and in performance review process.
Progress:
The school is well down the track with this action. The e5 Model is all about ‘best teaching practice’ and what this ‘practice’ looks like in each of our classes, including specialist classes. This is not something you address on a Pupil Free Day and tick off, embedding the e5 Model is an ongoing process at all levels. ✔

Action 5:
Develop and implement protocols for the regular and systematic peer observation of teaching practice.
Progress:
In 2012, the school set up a formal process whereby teachers could observe and be observed and receive the all-important feedback that drives enhanced teacher performance. Most staff embraced this initiative and made personal gains to their own practice, as well as contributing to the ‘best practice’ of others. We also invited a consultant to facilitate two PL sessions on ‘Feedback’ to enhance the program. ✔

Action 6:
Continue to review existing school policy for English and Mathematics and identify, document and implement best literacy and numeracy practice.
Progress:
The teaching staff received extensive professional development (PD) in the teaching of spelling, which resulted in changes to the way we have previously done things. This will continue.
As a teaching staff, we all received PD on ‘Mathletics’. ‘Mathletics’ is a highly engaging online Maths program which caters for all ability levels and all areas of the Maths curriculum - and the kids love it! The introduction of ‘Mathletics’ in 2012, was a key recommendation when the Maths Policy was reviewed in 2011.

Action 7:
Level teams identify through student learning data ‘at risk’ students achieving at the lower and upper end of the scale and implement effective support programs and extension programs.
Progress:
As part of a formal agenda, both Level Teams and Departments (P-2 & 3-6) meet regularly to analyse assessment data and plan tailored courses of action for students identified as ‘at risk’. ‘At Risk’ students can also include high performing students.

Action 8:
Start to explore aspects of the Australian Curriculum.
Progress:
The teaching staff was introduced to an overview of the Australian Curriculum in 2012. The Curriculum Team reviewed our planning templates and modified it in order to be aligned with AusVELS, ready for 2013 implementation Term 1. Teachers have an awareness of where to access support resources on the ACARA and AusVELS websites.

Student Engagement and Wellbeing: (4 Actions for 2012)

Action 1:
Review the School Student Engagement Policy with a whole school consistency of practice by teachers in relation to classroom behaviour management and student behaviour.
Progress:
The Policy was reviewed but there was a clear need for a Pupil Free Day (Tuesday March 12 2013) with the aim to further streamline the policy content, whilst also providing an opportunity for the staff to have a deeper understanding on its purpose and how we can effectively implement the policy across the whole school and community.

Action 2:
Select strategies from ‘It’s Not OK to be Away’, whilst also developing awareness amongst staff and school community.
Progress:
As we have done for a number of years, the school continued to promote full student attendance via a variety of communication channels. The school also continued to monitor and follow-up on student absences, particularly when a pattern was beginning to emerge.
The good news is that we are starting to see some positive results for our efforts. In 2009 and 2010, the average number of days absent per student in the school was around 11.5 days per year. In 2011, the average had dropped down to 9.3 absent days per student. The state average is a whopping 13.9 days per year. So our student attendance data is heading in the right direction.

Action 3:
Explore what is meant by student voice in the classroom.
Progress:
Although it is terrific and highly beneficial to have a formal student representative body in the school (JAG), ‘Student Voice’ to me, is more about day to day meaningful student involvement - how is this demonstrated?
On a daily basis, more and more students across the school are being encouraged to make choices not only about what they do, but how they do it.
We continue to move away from the once teacher dominated classroom and work in an environment where we promote student input and discussion on a range of topics with particular relevance on real life issues and events in our students’ lives. This approach supports many of Principles of Teaching & Learning (POLT). As teachers have to assess students in a range of Speaking and Listening capabilities, it is therefore paramount that our weekly planning provides a number of ‘Student Voice’ opportunities in order to assess that progress. Hand in hand with all of this, is the creation of an environment where students can speak freely in small or large groups, knowing that their views and perspectives will be listened to, respected and where appropriate, acted upon.
Action 4:
Planning takes into account aspects such as: Intercultural Understandings, 21st Century Learning and Awareness of Asia.

Progress:
On the advice of the DEECD Regional Office, the school reviewer was keen to include Intercultural Understandings and Awareness of Asia, as part of our Strategic Plan. I would expect that both of these areas will have an increased focus in the new Australian Curriculum which is currently being rolled out. In 2012 we did implement an ‘Indonesian Week’ where the LOTE teacher had already invited an Indonesian performer to work with Y3 - 6 students. The P – 2 classes introduced small concepts such as Indonesian greetings into their program.

**Student Pathways and Transitions: (2 Actions for 2012)**

**Action 1:**
The development of a seamless transition process from Year 2 to year 3 and year 4 to year 5.

**Progress:**
In 2012, the school introduced a whole school transition program which gave students the opportunity to visit the class level they were going into in 2013 (Term 4). This was very successful. This program is to be reviewed in 2013 for further refinement.
The school also aims to develop a specific list of support structures that students are exposed to at different levels of the school.

**Action 2:**
Improve information sharing between year levels of the curriculum sequence and progress of individual students.

**Progress:**
The school established ‘formal handover’ procedures which aimed at informing teachers about students coming into their class at the start of a new year. Among other things, these meetings identified curriculum strengths and weaknesses for each particular student and how to best cater for those individual needs. This meeting was also a good opportunity to discuss any social or behavioural considerations that a new teacher needs to be aware of. In 2012, ‘formal handover’ meetings took place on February 2, which was one of the school’s designated Pupil Free Days. Teachers have always passed on specific information such as this in the past, but the difference now, is that the process has been formalised.