To be reviewed in 2006

Cooperation: Sharing responsibilities, being flexible and supportive whilst contributing ideas towards agreed shared goals.

Caring: Being compassionate and considerate and being interested by showing support for others.

Citizenship: Believing what you would like them to do to you, whilst thinking clearly about your place and responsibilities, as an individual and as a member of a group.

Optimism: Seeking out the positive aspects of people and events and respond in a positive manner.

Initiative: Involves responding to opportunities and problems using foresight and spontaneity and a focus on solutions for just their individual needs.

Integrity: The human quality, which encompasses values and morals of a high standard by doing what is right for the good of all, rather than this vision.

Service to achieve meaning to have the vision to see what needs to be done, setting goals and working to the best of one's ability to achieve the values that form the basis of our teaching and learning program.

The Abbey Rise P.S.

Values:

The Abbey Rise Primary School Values document reflects the shared beliefs held by our students, staff and parents about what is desirable and

Purpose:

Part 1 - School Profile
All teaching staff use notebook computers.
Classrooms are equipped with networked computers plus computer lab which is utilized for weekly class use.

Financial:

Planning cycle program for upgrading computer hardware.

Technological:
The school is to seek accreditation in Performance and Development Program in 2007.
New assessment and reporting arrangements to be phased in during 2006 and 2007.
Further develop the School's purpose and values to ensure a shared purpose and understanding for all.
Introduction of the Victorian Essential Learning Standards.

Educational:

For both passive and recreational play, all areas are heated and air-conditioned.

Environmental:

The school has an externally isolated, capable and professional staff team who provide students with a safe, caring and stimulating learning environment.
Environmental Fees increased slightly with the prediction that they will remain around $50 - $70 over the next four years.
48.5% of families are in receipt of the Education Maintenance Allowance and 7.7% of families speak a language other than English at home.
Located in the City of Monash within the boundaries of Wellington, Springvale and Pakenham

Social - Community and demographics:

Environmental Context:
Teacher survey outcomes for Engagement and Learning, Curriculum Co-ordination and Learning Environment variables, aiming to be at 2005 Primary School State Benchmarks.

Student survey outcomes across all of the teachers and teaching (now called Teaching and Learning) variables of the student Attitudes to School Years 3 and 5 to achieve a minimum full level of growth over the two years.

Improved alignment between teacher assessments of WELS standards progress and the ALM test outcomes. Aim data for matched cohorts of students in Number and Measurement.

Increase the percentage of students performing at or above the expected standard to 80% in Reading, Writing, Number and Measurement.

Increase the percentage of students achieving beyond the expected standard across all levels: Speaking and Listening 20%, Reading 25%, Writing 25%.

**Targets**

Strategic and identifying new points of transition for support.

The student pathways and Transitions are recognised across the school as a key element for future planning and implementation, building on current pathways.

**Student Pathways and Transitions**

Improved student engagement with a focus on literacy and numeracy.

**Student Engagement and Wellbeing**

Improved student learning outcomes.
Develop our understanding of the connections between transition and student learning: Kindergarten to Prep, Year 6 to Year 7 and between year levels.

Strengthen the implementation and clarify the process of the School Student Wellbeing and Management Program to foster real improvement from our students and enhance our understanding of student connectedness to school.

Improve our Victorian Essential Learning Standards whilst retaining a focus on literacy and Numeracy skills as a key foundation of learning.

Develop teacher understanding and capability through the implementation of a Performance and Development Culture and Principles of Learning and Teaching to enhance pedagogy.

**Key Improvement Strategies**

- Continuous improvement in the Parent Survey outcomes aiming to be at Primary School benchmarks (2004 until 2005 become available) in the Student Behaviour (5.4) and School Climate (5.3) components.

  - Continuous improvement in Student Engagement, Student Belonging, Student Decision-Making, Student Achievement, Classroom Management and Effective Discipline Policy.

  - Continuous improvement in Teacher Quality outcomes aiming to be at Primary School benchmarks (2004 until 2005 become available) for the Student Involvement, Student Attendance at each Year level, including improved cohort attendance from Year to Year.

  - Student attendance at each Year level, including improved cohort attendance from Year to Year.

  - Student survey outcomes in the feelings about your self and school (Now called Wellbeing and Student Relationships (Variables of the Student) Self-measures).
Date
[INSERT NAME]

Signed by the Regional Director (or nominee)

Date
[INSERT NAME]

Signed by the School Council President

Date
[INSERT NAME]

Signed by the Principal

Part 3 - Signatures