2018 Annual Implementation Plan
for improving student outcomes

Glenroy West Primary School (4809)

Glenroy West Primary School

Inspire, Grow, Achieve

VICTORIA State Government | Education and Training

Self-evaluation Summary - 2018

Glenroy West Primary School (4809)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

Positive climate for learning		
	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning		
	Building communities	Embedding moving towards Excelling
	Global citizenship	Embedding moving towards Excelling
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	2017 has seen a huge reduction in unexplained absences, and absence data has also declined. This has been due to a review of the attendance policy and process with staff, and immediate follow up with parents. The involvement of leadership in the Changemakers program has supported our implementation of the whole school approach. Instructional models were implemented late 2016, along with the input from external coaches/consultants - this enabled us to embed a coaching model across the school using the leadership team and the GROW model. Staff have identified further focus is required in regard to modelling approaches. The PLC structure is in place and has been supported through the involvement of the PLC Bastow intake program, with a relentless focus on data, which has also resulted in building leadership and staff capacity. NAPLAN results were at or above state this year, with a noticeable increase in Reading. Spelling and writing will be a focus for 2018 onwards.The Primary Years Programme of the International Baccalaureate has been embedded through 2017, resulting in accreditation process late October - outcome pending. We are deemed an 'influential' school through our NAPLAN data (Reading), attitudes to school and school climate.
Considerations for 2019	To further consolidate the implementation of the PYP and the Programme of Inquiry for 2018. Continue collaborative planning.

	Further implementation of HITS through teaching and learning models and coaching model (GROW). Further focus on feedback across the school. Development of ILPS for all students linked to goal setting and feedback. Development of a continuum for students to identify the next steps in their learning - reading, writing and maths. Continue to focus on the PLCs and analysis of student data.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Glenroy West Primary School (4809)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve the learning growth of every student in literacy and numeracy across the school.	For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy. In NAPLAN literacy and numeracy in Years 3 and 5: • Increase the percentage of students achieving in the top two bands of NAPLAN by 10 percentage points	Yes	For teacher judgements, all students to achieve one year's growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy. In NAPLAN Writing in Year 3: •Increase the percentage of students from 44% achieving in the top two	Building practice excellence

	- Decrease the percentage of students at or below the National Minimum Standard (NMS). - For NAPLAN Learning Growth - Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 - Decrease the percentage achieving low growth to below the state for all areas of literacy and numeracy. Staff Survey results will show a 10% increase from 2016 in all factors in the Teaching and Learning module		bands to 50% in 2018 •Maintain 0% 2017 students in the bottom two bands for 2018 In NAPLAN Spelling in Year 3: •Increase the percentage of students from 50% achieving in the top two bands to 55% in 2018 •Decrease from 2.9% 2017 students in the bottom two bands to 0% for 2018 In NAPLAN Numeracy in Year 3: •Increase the percentage of students from 55.9% achieving in the top two bands to 60% in 2018 •Maintain 0% 2017 students I the bottom two bands for 2018 In NAPLAN Writing in Year 5: •Increase the percentage of students from 16.9% achieving in the top two bands to 25% in 2018 •Decrease from 10% 2017 students in the bottom two bands to 5% for 2018 In NAPLAN Spelling in Year	

			5: •Increase the percentage of students from 33.4% achieving in the top two bands to 40% in 2018 •Decrease from 10% 2017 students in the bottom two bands to 5% for 2018 In NAPLAN Numeracy in Year 3: •Increase the percentage of students from 23.3% achieving in the top two bands to 30% in 2018 - Decrease 13.3% 2017 students I the bottom two bands to 8% for 2018 •For NAPLAN Learning Growth •Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 to to equal or above the mean growth.	
To ensure student engagement and ownership in their learning.	Staff Survey results will show a 10% increase from 2016 in: Teaching and learning module Leadership module factors Professional development of school staff	Yes	Staff Survey results will show a 3% increase from 2017 in: •Teaching and learning •Leadership •Professional development of school staff	Intellectual engagement and self-awareness

| | Improve the following variables in the Student Attitudes to School Survey data to at or above the 80th percentile

Reduce student absence every year so that by 2020, student absence is at or below an average of 12 days per student. | | Improve the following variables in the Student Attitudes to School Survey data to above the 80th percentile.
•School Connectedness
•Student Motivation
•Stimulating Learning
•Learning Confidence
•Teacher Effectiveness
•Student voice and agency

Reduce student absence to at or below an average of 15 days per student at every year level. | |

Improvement Initiatives Rationale
The school completed a Peer Review in 2016. The School Strategic Plan 2017-2020 was developed by the community in consultation with the SEIL. The SSP was informed by the school self-evaluation and the review report and identified these Improvement Priorities and Improvement Initiatives. A year into the strategic plan, the school is working towards these targets and will review once comparative data is released. The school has made considerable progress in Reading, Numeracy and Attendance; and has since had its accreditation to become an International Baccalaureate school.

Goal 1	To improve the learning growth of every student in literacy and numeracy across the school.
12 month target 1.1	For teacher judgements, all students to achieve one year's growth annually (against the Victorian Curriculum) in all areas of literacy and numeracy.

	In NAPLAN Writing in Year 3: •Increase the percentage of students from 44% achieving in the top two bands to 50% in 2018 •Maintain 0% 2017 students in the bottom two bands for 2018 In NAPLAN Spelling in Year 3: •Increase the percentage of students from 50% achieving in the top two bands to 55% in 2018 •Decrease from 2.9% 2017 students in the bottom two bands to 0% for 2018 In NAPLAN Numeracy in Year 3: •Increase the percentage of students from 55.9% achieving in the top two bands to 60% in 2018 •Maintain 0% 2017 students I the bottom two bands for 2018 In NAPLAN Writing in Year 5: •Increase the percentage of students from 16.9% achieving in the top two bands to 25% in 2018 •Decrease from 10% 2017 students in the bottom two bands to 5% for 2018 In NAPLAN Spelling in Year 5: •Increase the percentage of students from 33.4% achieving in the top two bands to 40% in 2018 •Decrease from 10% 2017 students in the bottom two bands to 5% for 2018 In NAPLAN Numeracy in Year 3: •Increase the percentage of students from 23.3% achieving in the top two bands to 30% in 2018 - Decrease 13.3% 2017 students I the bottom two bands to 8% for 2018 •For NAPLAN Learning Growth •Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 to to equal or above the mean growth.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build the capacity of all staff by building instructional practice.

KIS 2	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning through Professional Learning Communities.

Goal 2	To ensure student engagement and ownership in their learning.
12 month target 2.1	Staff Survey results will show a 3% increase from 2017 in: •Teaching and learning •Leadership •Professional development of school staff Improve the following variables in the Student Attitudes to School Survey data to above the 80th percentile. •School Connectedness •Student Motivation •Stimulating Learning •Learning Confidence •Teacher Effectiveness •Student voice and agency Reduce student absence to at or below an average of 15 days per student at every year level.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers underpinned by the Primary Years Programme.

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build the capacity of all staff by building instructional practice.
Actions	• PLCs to work together with Leadership and Coaches to develop and research evidence-based high impact strategies. • Continue to deepen and strengthen teachers' knowledge of instructional practice through professional learning opportunities focused on teacher feedback models using the HITS. - Develop structures, protocols and schedules for PLCs and coaches to observe and provide feedback on teaching, including a consistent model for coaching. • Embed the model for Instructional practice to inform lesson planning and delivery, including the consistent use of learning intentions, success criteria and individualised learning goals. • Develop a structured program where teachers visit each other's classrooms to observe and provide feedback on teaching and classroom management practices.
Evidence of impact	Students will: - Have an individualised learning plan with personal goals for reading, writing and numeracy - Be able to articulate their personal goals and will know when they have achieved their goal through consultation with their teacher - Understand and self-assess and record their progress, and be able to articulate what they need to know next Teachers will: - Write a clear and succinct learning intention and success criteria for every lesson - Develop rubrics and assessment materials for each student and teach students to use these to self-assess, peer-assess and teacher assess their learning. - Consistently implement the school's instructional models in reading, writing and numeracy - Provide regular and timely feedback on student goals and feed-forward for the next stage of learning across the curriculum - Track and monitor every individual student and provide a differentiated curriculum and personalised learning - Develop their knowledge of curriculum to ensure they understand the next steps in learning for their students - Undertake coaching to improve in their instructional practice, reflect and act for a change to be in practice - HIT strategy implemented in their PDP - Observe the learning specialist/ other - reflect on change of practice (FISO cycle) Leaders will: - Provide the structure and support for the PLCs through a timetable and agreed protocols - Lead learning walks to provide feedback to both teachers and students - Monitor the setting and updating of individual goals, use of self-assessment tools and feedback - Provide regular coaching, modelling and feedback for all classroom teachers

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Provide the structure and support for the PLCs through a timetable and agreed protocols - Lead learning walks to provide feedback to both teachers and students - Monitor the setting and updating of individual goals, use of self-assessment tools and feedback - Provide regular coaching, modelling and feedback for all classroom teachers	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning through Professional Learning Communities.
Actions	• Moderate and document consistent judgments about the impact of differentiated teaching strategies for individual students and cohorts. • Use student data throughout the year to monitor the effectiveness of the schools curricular, instructional and assessment practices. • DET/Bastow Training for identified Leaders/teachers for literacy and numeracy. • Collect and evaluate data to monitor the impact of teaching strategies are having on students' learning and progress. • Consolidate a school-wide system to effectively track cohort and individual student progress using the SPA/COMPASS data management system. to support the development of differentiated learning for all students • Reduce variance in assessment practice school-wide by developing a comprehensive assessment schedule including the use of formative, pre and post testing.
Evidence of impact	Students will: - Experience success and be able to articulate their achievements in learning. - To understand what they need to do next in order to improve, in accordance with their goals - To use their portfolios to retain evidence of common assessment tasks - Understand each lesson has a structure, including feedback to peers/self/teacher - Contribute to shaping the curriculum and learning activities

Teachers will:
- Develop and implement common assessment tasks across F-6 as well as in teams in the areas of Writing and Numeracy - Analyse and evaluate the data from a whole-school, cohort, and class perspective - Analyse the data to improve their teaching practice through reflection and goal setting - Link the data to their planning documents, learning logs, and implement through Learning Intentions and Success Criteria - Use the peer observation documents to reflect and change practice - Incorporate focus and differentiated feedback in each lesson, to support the progress and achievement of every child Leaders will: - Provide adequate team planning time for data analysis and moderation (termly - across the school - with a focus on vertical and horizontal moderation of numeracy and writing) - Model, coach and feedback provided to individual teachers to ensure strategies are implemented and put into practice - Ensuring the learning logs (including ILPS) are data driven - Ensuring the learning logs and ILPs are implemented in practice in every classroom - Provide timely and specific feedback, regularly - Provide a support structure for modelling and observations (documentation) - Model feedback processes and facilitate multiple opportunities for regular feedback throughout the school

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- Provide adequate team planning time for data analysis and moderation (termly - across the school - with a focus on vertical and horizontal moderation of numeracy and writing) - Model, coach and feedback provided to individual teachers to ensure strategies are implemented and put into practice - Ensuring the learning logs (including ILPS) are data driven - Ensuring the learning logs and ILPs are implemented in practice in every classroom - Provide timely and specific feedback, regularly - Provide a support structure for modelling and observations (documentation)	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

- Model feedback processes and facilitate multiple opportunities for regular feedback throughout the school	

Goal 2	To ensure student engagement and ownership in their learning.
12 month target 2.1	Staff Survey results will show a 3% increase from 2017 in: •Teaching and learning •Leadership •Professional development of school staff Improve the following variables in the Student Attitudes to School Survey data to above the 80th percentile. •School Connectedness •Student Motivation •Stimulating Learning •Learning Confidence •Teacher Effectiveness •Student voice and agency Reduce student absence to at or below an average of 15 days per student at every year level.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers underpinned by the Primary Years Programme.
Actions	• Ensure processes are in place to identify and support all students requiring support or extension. • Further develop and embed the Programme of Inquiry using the Kath Murdoch model to underpin a comprehensive program K-6 • Investigate tools and processes for the giving and receiving of effective student feedback. • Strengthen the PYP Coordination role through the development of a clear role description supported by an action plan for the

	accreditation process.
	• Make learning more visible by the consistent application of the Learner Profiles & Attitudes in all classrooms.
	• Embed teacher theory and practice to ensure 'engagement' with all teachers shifting to a mindset/approach to implement the inquiry framework as 'work in progress'
	• Embed the PYP in teacher practice through providing opportunities for modelling and PYP school visits.
	• Develop systems for the regular monitoring of all student attendance in order to support early identification of students with poor patterns of attendance and to inform appropriate strategic responses to absence.
	• Improve the accuracy and analysis of data through a review of the absence coding used.
	• Provide further support for identified parents and students through the facilitation of attendance focused meetings and the development of individual attendance improvement plans.
	- Work closely with the ES staff to ensure monitoring of student growth and learning needs, especially those with ILPs
	- Ensure that the work of the ES is incorporated in their planning documents and is communicated with them
	- Develop the assessment tasks incorporating the 5 Essential Elements through communication with students
Evidence of impact	Students will:
	- Have individualised goals to support or extend their learning in relation to the Victorian Curriculum
	- Have a deep understanding of themselves as learners (metacognition)
	- Have a wondering on their current central idea allowing students to explore personalised inquiry and take learning further
	- Be active participants in the decisions about how they will be assessed
	- Identify the stages of the Inquiry Cycle and articulate where they are in the process and what the next step is in their learning
	- be active, self-aware and reflective as learners, take ownership of their learning.
	- be curious, ask questions and take responsibility for their learning.
	Teachers will:
	- Use the Inquiry Cycle to plan engaging and authentic learning experiences and plan for formative assessment tasks
	- be actively engaged in the planning process, and update reflections in a timely fashion
	- pursue professional learning and reading to develop their instructional practice
	- embed the inquiry cycle across the curriculum
	- reflect on the coaching and modelling provided by the PYP Coordinator, and any observations from other school
	Leaders will:
	- Provide PL for ES to develop their capabilities in relationship to classroom practice
	- Model the inquiry approach to stimulate teacher reflection and build capacity
	- Provide opportunities for teams to plan the Programme of Inquiry aligned with the Inquiry Cycle (Kath Murdoch Model)
	- Provide Professional Learning on Inquiry as required as determined through individual needs and practice
	- actively support the PYP co-ordination role in both philosophy and the practice

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
- provide the structural support in regards to timetabling, planning and professional learning - Monitoring and reporting relevant data sets to identify the impact of the PYP strategies on student outcomes (SIT)				
- Provide PL for ES to develop their capabilities in relationship to classroom practice - Model the inquiry approach to stimulate teacher reflection and build capacity - Provide opportunities for teams to plan the Programme of Inquiry aligned with the Inquiry Cycle (Kath Murdoch Model) - Provide Professional Learning on Inquiry as required as determined through individual needs and practice - actively support the PYP co-ordination role in both philosophy and the practice - provide the structural support in regards to timetabling, planning and professional learning - Monitoring and reporting relevant data sets to identify the impact of the PYP strategies on student outcomes (SIT)	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

Professional Learning and Development Plan - 2018

Glenroy West Primary School (4809)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Provide the structure and support for the PLCs through a timetable and agreed	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ PLC Initiative ☑ Internal staff	☑ On-site

protocols - Lead learning walks to provide feedback to both teachers and students - Monitor the setting and updating of individual goals, use of self-assessment tools and feedback - Provide regular coaching, modelling and feedback for all classroom teachers			☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders	
- Provide adequate team planning time for data analysis and moderation (termly - across the school - with a focus on vertical and horizontal moderation of numeracy and writing) - Model, coach and feedback provided to individual teachers to ensure strategies are implemented and put into practice - Ensuring the learning logs (including ILPS) are data driven - Ensuring the learning logs and ILPs are implemented in practice in every classroom - Provide timely and specific feedback, regularly - Provide a support structure for modelling and observations (documentation) - Model feedback processes	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Numeracy Consultant	☑ On-site

and facilitate multiple opportunities for regular feedback throughout the school						
- Provide PL for ES to develop their capabilities in relationship to classroom practice - Model the inquiry approach to stimulate teacher reflection and build capacity - Provide opportunities for teams to plan the Programme of Inquiry aligned with the Inquiry Cycle (Kath Murdoch Model) - Provide Professional Learning on Inquiry as required as determined through individual needs and practice - actively support the PYP co-ordination role in both philosophy and the practice - provide the structural support in regards to timetabling, planning and professional learning - Monitoring and reporting relevant data sets to identify the impact of the PYP strategies on student outcomes (SIT)	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist ☑ External consultants PYP Consultants	☑ On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1
- 2018 ASSESSMENT SCHEDULE V3.doc (0.29 MB)
- 2018 GWPS Teaching & Learning Handbook.docx (0.39 MB)
- 34B Numeracy Learning Log Term 4 Week 4.docx (0.05 MB)
- CO Sheet Maths Kirsty October 9.doc (2.59 MB)
- GW 2017 Writing Essential Agreement.docx (0.02 MB)
- GW 2017 Essential Agreement - Independant Inquiry.docx (0.02 MB)
- GW 2017 Maths Essential Agreement.docx (0.02 MB)
- GW Reading Essential Agreement for handbook.doc (0.03 MB)
- GWPS MATHS 3-6 Instructional Model.docx (0.02 MB)
- GWPS Reading Doc Jan 2017.docx (4.18 MB)
- GWPS Spelling S&S Jan 2017.doc (0.12 MB)
- GWPS Writing Doc Jan 2017.doc (0.61 MB)
- PYP Inquiry Model.pdf (0.35 MB)
- Reading Model.pptx (0.12 MB)
- T4 Meeting Schedule.docx (0.02 MB)

Dimension 2
- ALL DATA for AIP 2017.xlsx (0.13 MB)
- Curriculum Overview GWPS.docx (0.01 MB)
- Foundation-WWA2015UnitPlanner.docx (1.74 MB)
- GW 2017 Essential Agreement.docx (0.02 MB)
- GW Portfolio Essential Agreement.doc (0.09 MB)
- GWPS Curriculum Framework.docx (0.15 MB)
- GWPS Improve Student Learning Strategy.docx (0.04 MB)
- Overall GW POI 2017.pdf (0.36 MB)
- Peer Observation- HTS & PYP.docx (0.02 MB)
- PYP - teaching and learning non-negotiables.docx (0.01 MB)
- T4 Teaching Learning TTv6 16.10.17.docx (0.05 MB)
- writing rubric.docx (0.01 MB)

Dimension 3
- 2018 ASSESSMENT SCHEDULE V3.doc (0.29 MB)
- 34B Numeracy Planner Term 4 Week 2.docx (9.13 MB)
- 34B Writing Planner Term 4 Week 2.docx (5.35 MB)

Evidence.docx (0.01 MB)
FEEDBACK AT GLENROY WEST PRIMARY SCHOOL.docx (0.02 MB)
GW ILP Adnan- November 2017.docx (0.03 MB)
Miguel2017.docx (0.04 MB)
Professional Learning Document HITS.docx (0.63 MB)
Reading Planner T4w5.docx (5.22 MB)
T4 Meeting Schedule.docx (0.02 MB)
Zerrin Writing 8 Nov Obs.doc (0.05 MB)
Dimension 4
Assessment in the PYP.docx (0.05 MB)
Data wall.JPG (0.04 MB)
GWPS Assessment PolicyNEWEST.docx (0.05 MB)
GWPS Language PolicyNEWEST.docx (0.07 MB)
IMG_0155.JPG (0.03 MB)
IMG_0157.JPG (0.04 MB)
Dimension 5
2017 Coaching For Leadership Teams Introduction.pdf (6.6 MB)
Action_Plan_PYP_for_Glenroy_West_PS23_11_16.doc (0.13 MB)
Coaching for Leadership Teams Staff Advisor.docx (0.01 MB)
Comms_PLC_Intake 1_Information_Pack_for_ Schools (002).docx (0.07 MB)
GW Staff Procedures.docx (0.03 MB)
GWPS Induction checklist.doc (0.09 MB)
GWPS Induction Program 2017.doc (0.15 MB)
GWPS Staff Code of Practice.docx (0.04 MB)
Learning Protocols.docx (0.14 MB)
MathsCOP07112017.pptx (0.88 MB)
Mission statement.pdf (0.03 MB)
PLC Minutes November 8.doc (0.08 MB)
SIT minutes 14 Sept.docx (0.02 MB)
SIT Mnutes 2 Nov 2017.docx (0.02 MB)
Teaching protocols.docx (0.02 MB)
Dimension 6
2018 GWPS Teaching & Learning Handbook.docx (0.39 MB)
34B Numeracy Learning Log Term 4 Week 4.docx (0.05 MB)
CO Sheet Maths Kirsty October 9.doc (2.59 MB)
Observation - Phing Ob Patrick.docx (0.06 MB)
Observation 23 _5 Kirsty ob Phing.docx (0.02 MB)

Dimension 7

Education Sub committee report August 2017.docx (0.01 MB)

Strategic resource management.docx (0.01 MB)

Dimension 8

GWPS Philsophy.docx (0.04 MB)

GWPS School Values.docx (0.06 MB)

Mission statement.pdf (0.03 MB)

Dimension 9

GW Standard 7 - Feeling Safe Primary School Children.docx (0.16 MB)

GW Standard 7 - Tipsheet Empower participation children.pdf (0.26 MB)

Start Up Program 2018.pdf (2.22 MB)

Student Survey 1-2.doc (0.05 MB)

Student Survey Foundation FONT bigger.doc (0.05 MB)

Student Survey 3-6 New.doc (0.05 MB)

Dimension 10

Child Safety Commitment Foyer.docx (0.04 MB)

GW Standard 2 - Child Safe Policy.pdf (0.29 MB)

GW Standard 3 - Child Safe Code of Conduct.docx (0.17 MB)

Dimension 11

GWPS Anti-Bullying Policy.docx (0.11 MB)

GWPS Anti-Cyber Bullying Policy.docx (0.11 MB)

GWPS Camp policy & procedures.docx (0.07 MB)

GWPS eSMART Policy2.docx (0.13 MB)

GWPS Student Engagement, Inclusion & Wellbeing Policy.doc.docx (0.05 MB)

Dimension 12

Copy of Multiplication PrePost test.xlsx (0.02 MB)

Grade34-WWA2017UnitPlanner.docx (0.03 MB)

Dimension 13

2018 GW Foundation Yr Handbook.pdf (1.8 MB)

2018 GW Orientation Booklet.docx.pdf (1.71 MB)

2018 Parent Information Handbook.docx.pdf (1.8 MB)

GWPS Improve Student Learning Strategy 2014.docx (0.04 MB)

GWPS.Copier@edumail.vic.gov.au_20171026_091856.pdf (8.98 MB)

Dimension 14

Internationally Minded at GWPS june 2017.pptx (0.08 MB)

PYP protocols.docx (0.04 MB)

Dimension 15

[2017 SIP T3 Orientation Session planning.doc (0.05 MB)](#)
[2017 SIP T4 Transition Session planning.doc (0.05 MB)](#)
[2017 Step into Prep T3 Orientation V2.doc (0.05 MB)](#)
[2017 Step into Prep T4 Orientation.doc (0.05 MB)](#)
[GWPS Program for Students with Disabilities Policy.doc (0.08 MB)](#)
[LOOKOUTdesignatedteacherfactsheet.docx (0.1 MB)](#)
[Term 3 Transition Program - York St Kinder.docx (0.02 MB)](#)
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[Transition Reciprocal Visits.docx (0.21 MB)](#)

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